International Relationships and American

History Text books

Mood

REFERENCE

Do Not Take From This Room

Service Paper



BOSTON UNIVERSITY SCHOOL OF EDUCATION

LIBRARY Service Paper Wood, T. A.

The Gift of Thomas armitage Hood

FOR REFERENCE

Do Not Take From This Room



Service Paper 1946 Wood, T. A. Stored

BOSTON UNIVERSITY SCHOOL OF EDUCATION

Service Paper

INTERNATIONAL RELATIONSHIPS and AMERICAN HISTORY TEXTBOOKS

Submitted by

Thomas Armitage Wood (B.S., Boston University, 1938)

In partial fulfillment of requirements for the degree of Master of Education

1946

First Reader: John J. Mahoney, Professor of Education. Second Reader: Franklin C. Roberts, Professor of Education.

School of Education
Library

THE TELEPHONE NOTICE AND ADDRESS.

Eco.

School of Education Garaf thomas A. Wood august 30,1946

(s.E., cook or derived was asset)

Line no the second line of the control of the contr

1 146

First Reader John J. Marroney Professor of Education Second Reader. Franklin C. Koberts Professor of Education

Actor Carps

EdM 1946 Wood cop. 1

n.

CONTENTS

ोर नेक्षनात नेक्षनीक नेक्षनीक नेक्ष

| Scope of the Problem | Page |
|---|------|
| Procedures | 3 |
| Related Studies | |
| Attitude Studies | 6 |
| Education and International Relations | 9 |
| Textbook Analyses | 11 |
| Why Examine Textbooks in American History? | |
| Quantitative Analysis | 23 |
| Is Mention Made of Possible Repercussions in Other Nations from our National Legislation? | 28 |
| To What Extent are the International Agreements and Commitments of the United States Mentioned? | 31 |
| Is There Mention of International Organizations in which the United States Participates? | 33 |
| Is There Discussion of the Personalities Responsible for the Promotion and Establishment of International Organizations and Peace? | 35 |
| Is There Mention of Successful International Co-operation of the Past? | 37 |
| Is There Discussion of Intervention? | 39 |
| Is There Mention of the More Important Instances of Arbitration? | 40 |
| Are Global Maps Used? | 42 |
| Conclusions | 43 |
| Bibliography | 52 |
| Appendix A (List of Social Studies Subjects Studied in High Schools of Massachusetts, 1944-45) | 57 |
| Appendix B (Number of High Schools Offering Particular Social Science Subjects Together with the Number of Pupils Taking Subject in the High Schools of Massachusetts in the 1944-45 School Year) | 60 |

| | Application of the state of the |
|------|--|
| Page | Scope of the Problem |
| 1 | Proceduress |
| | Related Studies |
| | Attitude Studies |
| | Education and International Relations |
| | Textbook analyses |
| 11 | Thy Examine Textbooks in American History? |
| | Quantitative Analysis |
| | Tention if another the control of th |
| | Complements of the United States Actional Agreement and |
| 18 | which the United States Participants of the |
| | for the Promotion and istabilable hesponsiple national Organizations and reaching to Inter- |
| | -erequ-of the Pasty |
| | enothervist I to notabugate erent at |
| | Is There Mention of the More Important Instances of |
| | |
| | Conclustons |
| | Sibilography4 |
| | Appendix A (List of the same of |
| | All Character for the contract of the contract |
| | Appendix B (Number of Mich Schools Offering Perticular Social Science Subjects Together with the Number of Public Taking Subject in the High Schools of Massachusetts in the 1811-45 School Year) 60 |

TABLES AND DIAGRAMS

| | Page |
|---|------|
| Table I, Comparison of Leading Social Science Courses in the High Schools of Massachusetts | |
| Diagram I, Cardboard Estimator | 25 |
| Table II, Space Devoted to Events Before 1900 and After 1900 in 10 United States History Textbooks | . 26 |
| Table III, Percentage of Space Devoted to Events Before 1900 and After 1900 in 10 United States History Textbooks | . 27 |
| Table IV, Repercussion from National Immigration Legisla- | 30 |
| Table V, Tariff Laws as a Basis for Repercussion | 30 |
| Table VI, Mention of the International Agreements and Commitments of the United States | 32 |
| Table VII, Mention of the International Organizations in which the United States Participates | 34 |
| Table VIII, Discussion of Personalities in the Textbooks | 35 |
| Table IX, Mention of Personalities Promoting Isolationism or Opposition to the League of Nations | 36 |
| Table X, Mention of Successful International Co-operation of the Past | 38 |
| Table XI, Discussion of Intervention | 39 |
| Table XII, Mention of Arbitration | 40 |
| Table XIII, Use of Global Maps | 42 |

TABLES AND DIAGRAMS

| | the High Schools of Madagohusetts |
|------|---|
| 09 - | Diegram I, dardboard Estimator |
| 25 - | Table II, Space Devoted to Events Before 1900 and After |
| | Table III, Percentage of Space Devoted to Eventa Before 1900 and after 1900 in 10 United States History |
| 78 | Table IV, Repercusation from Mattonal Immigration Legisla- |
| 30 | Table V, Teriff Law as a Basis for Repercuesion |
| | Table VI, Mention of the I ternational Agreements and Commant to of the United States. |
| 34 | Digitized by the Internet Archive |
| | in 2016 with funding from |
| | Boston Library Consortium Member Libraries |
| | Talifat Talifat to Los Leagues of Wattoner Talifat |
| | Table X, Mention of Successful International Co-operation |
| | Table XI, Discussion of Intervention |
| 40 | Table XII, Mention of Arbitration |
| | Table XIII, Use of Global Maps |
| | |
| | |
| | |

ACKNOWLEDGEMENT

Grateful acknowledgement is made to Dr. John
J. Mahoney for his advice and suggestions
during the preparation of this paper. Thanks
are also extended to A. Russel Mack, Supervisor of Secondary Education, for permission
to utilize information contained in the files
of the Supervisor's office in the Massachusetts
Department of Education.

ACHOR WILLIAM OF THE A

Grateful acknowledgement is made to Dr. John J. Mahoney for his advice and suggestions during the properation of this paper. Thanks are also extended to A. Russel Mack, Supervisor of Secondary Education, for permission to utilize information contained in the files of the Supervisor's office in the Massachusetts Department of Education.

INTERNATIONAL RELATIONSHIPS

and

AMERICAN HISTORY TEXTBOOKS

I

Scope of the Problem

THIS is an investigation of the treatment of international relationships in American History textbooks. The present effort to establish some permanent basis for peace through the foundation of the United Nations increases the need for a program emphasising international relationships and interdependencies somewhere within the social studies course.

If "the textbook falls into its proper place as an introduction to and a foundation for the complete problem solving process," an analysis of textbooks currently used in the schools to determine the character of their emphasis upon international problems may be of some interest.

However, this analysis is made with no intention of determining the relative merit or lack of merit for any particular text. These books are texts in the history of the United States, and the history of America embraces a multitudinous selection of materials not surveyed in the present study. Furthermore, it is possible for a textbook to include all the points here selected for analysis and yet prove to be inferior to some text not including many of these points. A factual treatment with facts scattered heterogeneously through the book may be of less instructional value than a presentation relating

^{1/} Clark, Marion G. "The Engineering of Problem Solving." Education 43:203 December, 1932.

IN THENATIONAL RELATIONSHIPS

bris

AMERICAN HISTORY TEXTBOOKS

I

Scope of the Problem

THIS is an investigation of the treatment of international relationships in American History textbooks. The present effort to establish some permanent basis for peace through the foundation of the United Mations increases, the need for a program emphasising international relationships and interdependencies somewhere within the social studies course.

If "the textbook falls into its proper piace as an introduction to and a foundation for the complete problem solving process," de and a foundation for the complete problem solving process, determine the cheracter of their emphasis upon international problems may be of some interest.

However, this analysis is made with no intention of determining the relative merit or lack of merit for any particular text. These books are texts in the history of the United States, and the history of America embraces a multifulinous selection of materials not surveyed in the present study. Furthermore, it is possible for a textbook to include all the points here selected for analysis and yet prove to be inferior to some text not including many of these points. A factual treatment with facts acettered heterogeneously through the book may be of less instructional value than a presentation relating

^{1/} Clerk, Merion G. "The Engineering of Problem Solving." Education 43:203 December, 1932.

facts and events with some basic consideration. "In history, many students have acquired important facts and yet are unable to apply these facts in interpreting contemporary events."

And this inability may in part be due to the scattered factual presentation found in some textbooks. Since an analysis of this kind must be based, in part, upon a selection of facts and events, a book should not be condemned because of its apparant failure to include seemingly salient material.

Some of these texts have been published more recently than others, and it must be remembered that the lack of final chapters treating contemporary events does not necessarily alter the basic merit of a particular book. There are many ways of including current events in social studies courses.

We are not limited by books, or courses, or schools. "Building intergroup and international understanding is . . . today's great challenge to civic education whether for children or adults, whether by the school or the church or the press or any other modern agency of communication."

The textbooks selected from representative offerings of some of the leading publishers are as follows:

Adams and Vannest. The Record of America. New York: Scribner, 1942.

Beard and Beard. The Making of American Civilization. New York:
Macmillan, 1940.

Faulkner and Kepner. America: Its History and People.
New York: Harper, 1942.

^{1/} Hawkes, Lindquist, and Mann (Editors). The Construction and Use of Achievement Examinations. Boston: Houghton Mifflin, 1936. p 7.

^{2/}Studebaker, John W. "Problems of Post-War Education." Education for Victory. 3:1, July 3, 1944.

Tacks and events with some basic consideration. "In history, many students have acquired important facts and yet are unable to apply these facts in interpreting contemporary events."

And this inability may in part be due to the southered factual presentation found in some textbooks. Since an analysis of this kind must be based, in part, upon a selection of facts and events, a book should not be condemned because of its apparent failure to include seemingly salient material.

Some of these texts have been published more recently than others, and it must be remembered that the lack of final obspiers treating contemporary events does not necessarily alter the basic merit of a particular book. There are many ways of including current events in social atudies courses. We are not limited by books, or courses, or schools. "Exilding intergroup and international understanding is . . . today's great challenge to civic education whether for children or adults, whether by the school or the church or the press or any other modern agency of communication."

The textbooks selected from representative offerings of some of the leading publishers are as follows:

Adams and Vannest. The Record of America. New York: Scribner, 1942.

Beard and Beard. The Making of American Civilization. New York:

Faulkner and Megner. American Ita History and People.

^{1/} Hawkes, Lindquist, and Mann (Editors). The Gonstruction and Use of Achlevement Examinations. Boston: Houghton Mililin, 1936. p 7.

^{2/}Studebaker, John W. "Problems of Post-War Education." Education tion for Victory. 5:1, July 3, 1944.

- Freeman, M. The Story of Our Republic. Philadelphia: Davis, 1938.
- Guitteau, W.B. The History of the United States. Boston: Houghton Mifflin, 1942.
 - Hamm, Bourne, & Benton. A Unit History of the United States. Boston: Heath, 1932.
 - Harlow, R.V. Story of America. New York: Holt, 1941.
 - Jernegan, Carlson, & Ross. Growth of the American People. New York: Longmans, 1938.
 - Muzzey, D. S. A History of Our Country. Boston: Ginn, 1936.
- Yarbrough, Bruner, Hancox. A History of the United States for High Schools. Chicago: Laidlow, 1943.

Procedures

THE analysis is divided into parts: quantitative and content. The quantitative analysis is a simple page count of space devoted to events before 1900 and space devoted to events after 1900 as these events pertain to international relationships. Details of the procedure used in obtaining this page count are described in the section reporting the results of this analysis.

Points selected for the content analysis were obtained from a survey of both general history texts and source books dealing with some specific areas of international relationships. Since these books are listed in the bibliography and specific reference is made to several sources in the analysis that follows, it is not practical to list the books here in what would merely be a partial duplication of the bibliography.

From the sources referred to the following points were chosen for analysis: 1. Is mention made of possible repercussions in other nations from our national legislation?

Freeman, M. The Story of Our Republic. Philadelphia; Davis, 1938.

Guittesu, W.B. The History of the United States. Boston:

Hamm, Bourne, & Benton. A Unit History of the United States.
Boston: Heath, 1952.

Harlow, R.V. Story of America. New York; Holt, 1941.
Jernegan, Carlson, & Hose. Growth of the American People.
New York; Longmans, 1938.

Muzzey, D. S. A History of Our Country. Boston: Ginn, 1936.

Yarbrough, Eruner, Hancox. A History of the United States for High Schools. Chicago: Laidlow, 1943.

Procedures

THE analysis is divided into parts; quantitative and content. The quantitative analysis is a simple page count of space devoted to events before 1900 and space devoted to events after 1900 as these events portain to international relationships. Details of the procedure used in obtaining this page count are described in the section reporting the results of this analysis.

Points selected for the content analysis were obtained from a survey of both general history texts and source books dealing with some specific areas of international relationships. Since these books are listed in the bibliography and specific reference is made to several sources in the analysis that follows, it is not practical to list the books here in what would merely be a partial duplication of the bibliography.

From the sources referred to the following points were chosen for analysis: 1. Is mention made of possible repercussions in other nations from our national legislation?

- 2. To what extent are the international agreements and commitments of the United States mentioned?
- 3. Is mention made of the international organizations in which the United States participates?
- 4. Is there discussion of the personalities responsible for the promotion and establishment of international organizations?
- 5. Is mention made of successful international co-operation of the past?
 - 6. Is there discussion of intervention?
- 7. Is mention made of the more important instances of arbitration?
- 8. Are global maps used?
- 9. What references are made to the newer factors in world relationships?

The method of conducting this content analysis was comparitively simple. A list of salient points was formulated for each of the nine problems. These lists were alphabetized. Wherever and whenever an item could be included under an additional entry, duplicate entries were provided. For example, Red Cross was entered three times, first as American Red Cross, then as International Red Cross, and finally as Red Cross. The final list was then checked against the indexes of the books selected for analysis. Proper notations were made when the text included any of the selected items. These notations were then checked by reference to the pages noted in the index in order to determine whether or not the item applied to inter-

- 2. To what extent are the international agreements and commitments of the United States mentioned?
- 3. Is mention made of the international organizations in which the United States participates?
 - 4. Is there disousation of the personalities responsible for the promotion and establishment of international organizations?
- 5. Is mention mede of successful internstional co-operation of the past?
 - 8. Is there discussion of intervention?
 - 7. Is mention made of the more important instances of rbitration?
 - B. Are global maps used?
 - 9. What references are made to the newer factors in world relationships?

The method of conducting this content analysis was compartitively simple. A list of salient points was formulated
for each of the nine problems. These lists were alphabetized.
Wherever end whenever an item could be included under an
additional entry, duplicate entries were provided. For example,
Red Gross was entered three times, first as American Red Gross,
then as International Red Gross, and finally as Red Gross. The
final list was then checked against the indexes of the books
selected for analysis. Proper notations were made when the
text included any of the selected items. These notations were
then checked by reference to the pages noted in the index in
then checked by reference to the pages noted in the index in

than one historical inference. For example, James G. Blaine appeared in all the books used for this survey. But some of the books did not discuss his service as Secretary of State while others did not mention his connection with the Pan American Union. Finally reference was made to the quantitative analysis to ascertain the particular pages of a textbook dealing with foreign relations or international relationships. Then these pages were read with the check lists at hand in an effort to include any items the index overkooked. In all there were three checks: the check of the index against the original list of salient points, the check of the index against its own page references, and the check of all these items through the reading of the textbooks. It is hoped this triple check will have minimized the probable errors and omplissions.

IN A study of the attitudes of high school students

G. B. Messen found that international attitudes of high school
students, as shown by a five fold response indicator, were not
dependent primarily upon information. However the environment
of the school seems to be a strong fantor in determining the
attitudes of the children. Neuman also found that test behavior
agreed with the overt conduct among forty persons definitely
identified with international movements.

and pacifician to two hundred and twenty seven graduate and

Students Contributions to Education #237. New York: Tencher College, Columbia, 1926.

Educational Payabelogy Entertity patruary, 1931

national relations. This was necessary because items have more than one historical inference. For example, Jemes G. Slaine appeared in all the books used for this survey. But some of the books did not discuss his service as Secretary of State while others did not mention his connection with the Pan American Union. Finally reference was made to the quantitative analysis to ascertain the particular pages of a textbook dealing with foreign relations or intermetional relationships. Then these pages were read with the check lists at hand in an effort to include any Items the index overfooked. In all there were three checks: the check of the index against the original list of salient points, the check of the index against its own page references, and the check of all these items through the reading of the textbooks. It is noted this triple check will have minimized the probable errors and omitsations.

RELATED STUDIES

THERE are many research studies involving some aspect of international relations. That many of these were made in the period between two catastrophic wars in no way invalidates the studies. On the contrary, this fact indicates the necessity of far more extensive and intensive study concerning the nature of peace and the methods best calculated to preserve peace.

The following summaries are grouped in three catagories. The first group lists a few studies in the general area of attitudes. The second group concerns some surveys of educational methods. And the third group summarizes textbook analyses related to the present study.

Attitude Studies

IN A study of the attitudes of high school students 1.

G. B. Neuman found that international attitudes of high school students, as shown by a five fold response indicator, were not dependent primarily upon information. However the environment of the school seems to be a strong factor in determining the attitudes of the children. Neuman also found that test behavior agreed with the overt conduct among forty persons definitely identified with international movements.

D. D. Droba devised and administered a scale of milatarism and pacificism to two hundred and twenty seven graduate and

L/ Neuman, G.B. A Study of International Attitudes of High School Students. Contributions to Education #239. New York: Teacher's College, Columbia, 1926.
2/Droba, D.D. "A Scale of Milatarism-Pacificism." Journal of Educational Psychology 22:96-1179, February, 1931.

RELATED STUDIES

THERE are many research studies involving some sapect of international relations. That many of these were made in the period between two catastrophic wars in no way invalidates the studies. On the contrary, this fact indicates the necessity of far more extensive and intensive study concerning the nature of peace and the methods best calculated to preserve peace.

The first group lists a few studies in the general area of attitudes. The second group concerns some surveys of educational methods. And the third group summarizes textbook analyses related to the present study.

Attitude Studies

IN A study of the attitudes of high school students d. B. Newsen found that international attitudes of high school attidents, as shown by a five fold response indicator, were not dependent primarily upon information. However the environments of the school seems to be a strong factor in determining the attitudes of the children. Neuman also found that test behavior agreed with the overt conduct among forty persons definitely identified with international movements.

D. D. Drobe devised and administered a scale of mileterism and pacificism to two hundred and twenty seven graduate and

L Newman, 3.8. A Study of International Attitudes of High School Students. Contributions to Education 2258. New York: Teacher's College, Columbia, 1926.

2/Drobe, D.D. "A Scale of Milatarism-Pacifician." Journal of Educational Psychology 22:961117, pabrusky, 1831.

undergraduate college students. He found a correlation of .15 between opinion and scholarship. The study also indicated that women appear to be more pacificistic than do men, and that men varied more than women in their attitudes toward patriotism. From undergraduate to graduate classes a consistent change in attitude toward pacificism was discernable.

An investigation concerning the influence of visual aids was conducted by R.C. Peterson and L. L. Thurstone. An attitude scale was administered to one hundred and thirty pupils of grades seven to twelve inclusive before and after attending the movie Four Sons. The investigators found that the movie produced a marked shift in friendliness toward the Germans. This study was conducted in 1932.

Jay Golub and Alfred D. Swahn submitted twenty controversial items at the beginning of the school year to classes in New Utrectht High School, New York City. At the end of the school term the same list of questions and items was re-submitted to see what changes occurred in the opinions of the students. From two hundred and six cases the authors conclude (1) that the boys and girls are opinionated about most problems this study considered. (2) Sixty percent hold to their opinions throughout the term. (3) About twenty percent will change their opinion by the end of the term. (4) Teaching may not or may effect this change. (5)nConsistency of opinion is greatest where emotional bias and current interest is greatest.

l/Peterson, R.C. and Thurstone, L. L. "Effect of a Motion Picture Film on Children's Attitudes toward the Germans." Journal of Educational Psychology 23:241-246, April, 1932.

2/ Golub, Jay and Swahn, Alfred D. "Do American History Students Change their Attitudes after One Terms Work?" Historical Outlook. 24:25-28, January, 1933.

undergraduate college students. He found a correlation of .15 between opinion and scholarship. The study also indicated that women appear to be more pacificiatic than do men, end that men varied more than women in their stiltudes toward patrictism. From undergraduate to graduate classes a consistent change in stiltude toward pacificiam was discernable.

An investigation concerning the influence of visual aids was conducted by H.C. Peterson and L. L. Thurstone. An attitude scale was administered to one hundred and thirty pupils of grades seven to twelve inclusive before and after attending the movie Pour Sons. The investigators found that the novie produced a marked shift in friendliness toward the Germans.

This study was conducted in 1932.

Jay Golab and Alfred D. Swahn Submitted twenty controversial stems at the beginning of the achool year to classes in New Utrectht High School, New York City. At the end of the achool term the same list of questions and items was re-submitted to see what changes occurred in the opinions of the students. From two mandred and six cases the suthers conclude (1) that the boys and girls are opinionated about most problems this study considered. (2) Sixty percent hold to their opinions throughout the term. (3) About wenty porcent will change their opinion by the end of the term. (4) Teaching may not or may effect this change. (5) Gonsistency of opinion is greatest where

[.]Jaujsen, at Jeerejni increso bus seld lenolicme

l/Peterson, R.C. and Thurstone, L. L. "Erfect of a Motion Picture Film on Children's Attitudes toward the Garmans." Journal of Educational Psychology 23;241-240, April, 1932.

3/ Golub, Jay and Swahn, Alfred D. "Do American History Students Change their Attitudes after One Terms nork!" Historical Outlook.

24:25-23, January, 1933.

B.M. Cherrington used the Heber Harper Questionaire

Opinions on International Questions, the Thurstone Attitude

Toward War Test, and an attitude test toward disarmament
which Cherrington devised, to check the attitudes resulting

from the prodedures used in conferences, seminars, lectures,

summer courses, community groups, and institutes. His attempt
to evaluate these procedures indicated that all the educational
procedures examined failed to overcome a considerable amount
of nationalistic feeling about sovereignity and races, but
that instruction was especially effective in changing many an
attitude to a liberal point of view regarding peace and
international organization.

Over a period of eight months Don W. Campbell conducted a study of nine parallel groups to discover the effect of certain teaching techniques on pupils attitude of favorableness to or hostility against war. Three hundered and thirty four pairs of pupils were matched on the basis of initial war scale score, socio economic status, sex, year in school, and common instructor. The study indicated that high school pupils tend to increase in opposition toward war as a result of direct instruction to that end. Incidental instruction seemed to have little effect. Direct and incidental instruction toward increased hostility to war has little effect on other attitudes such as patriotism,

^{1/}Cherrington, B.M. Method of Education in International Attitudes Contributions to Education #595. New York: Teacher's College, Columbia. 1934.

^{2/} Campbell, Don W. Effectiveness of Teaching Techniques in Influencing Pupil's Attitudes toward Peace and War. Unpublished thesis, Pennsylvania State College, 1936.

B.M. Cherrington used the Heber Harper Questionaire
Opinions on International Questions, the Thurstone Attitude
Toward War Teat, and an attitude test toward disarmament
which Cherrington devised, to check the attitudes resulting
from the prodedures used in conferences, seminars, lectures,
summer courses, community groups, and institutes. His attempt
to evaluate these procedures indicated that all the educational
procedures examined failed to overcome a considerable emount
of nationalistic feeling about sovereignity and races, but
that instruction was especially effective in changing many an
attitude to a liberal point of view regarding peace and
international organization.

over a period of eight months Don W. Gampbell conducted a study of nine parallel groups to discover the effect of certain teaching techniques on pupils attitude of favorableness to or hostility against war. Three hundered and thirty four pairs of pupils were matched on the basis of initial war scale score, socio sconomic status, sex, year in school, and common instructor. The study indicated that high school pupils tend to increase in opposition toward war as a result of direct instruction to that end. Incidental instruction assemed to have little offect. Otheret and incidental instruction toward increased hostility to war has little effect on other attitudes such as patriotism,

^{1/}Cherrington, B.M. Method of Education in International Attitudes Contributions to Education #595. New York: Teacher's College, Columbia, 1954.

^{2/} Campbell, Don W. Effectiveness of Teaching Techniques in Influencing Pupil's Attitudes toward Peace and War. Unpublished thosis, Pennsylvania State College, 1956.

acceptance of other nationalities, and endorsement of conditions under which a declaration of war is justifiable. Pupils show greater favorableness toward other nationalities as a result of direct instruction toward hostility to war.

Education and International Relations

IN A discussion of geography as a means of teaching international relationships, John B. Hendershot suggests nine objectives to be attained in the teaching of these understandings. The objectives selected are: emphasis on human geography; giving accurate, vital facts; development of a broad, open minded attitude; interpretation of geographic knowledge; understanding of world interdependences; knowledge of trade relations; enriched cultural background; interpretation of current events. The study includes a discussion of the methods best adapted to the achievement of these objectives.

Mildred Helena Frank discusses the historical background necessary for inclusion in a study of international relations, and she outlines a social studies unit to achieve her aims. Consideration is given to the interdependencies of nations, and, in particular, the position of the United States regarding this interdependency.

Under the editorship of I. L. Kandel and Guy Montrose

3/
Whipple the National Society for the Study of Education

issued a symposium concerned with the curriculum and international

1/ Hendershot, John B. Better International Relationships through
the Teaching of Geography. Unpublished thesis, Boston University
School of Education, 1933.

2/ Frank, Mildred Helena. Education for International Good Will.
Unpublished thesis, Boston University School of Education, 1937.

3/ Kandel, I.L. and Whipple, Guy Montrose (Editors). International
Understanding through the Public School Curriculum. Thirty Sixth
Yearbook, National Society for the Study of Education. Bloomington,
Ill.: School Publishing Company, 1937.

acceptance of other nationalities, and endorsement of conditions under which a declaration of war is justifiable.

Pupils show greater favorableness toward other nationalities as a result of direct instruction toward houtility to war.

Education and International Relations

IN A discussion of geography as a means of teaching international relationships, John B. Hendershot suggests nine objectives to be attained in the teaching of these understandings. The objectives selected ere; emphesis on human geography; giving accurate, vital facts; development of a broad, open minded attitude; interpretation of geographic knowledge; understanding of world interdependences; knowledge of trade relations; enriched cultural background; interpretation of current stons; enriched cultural background; interpretation of current seems. The study includes a discussion of the methods best adapted to the achievement of these objectives.

Mildred Helens Frank discusses the historical background necessary for inclusion in a study of international relations, and side outlines a social studies unit to achieve her alms. Consideration is given to the interdependencies of nations, and, in particular, the position of the United States regarding this interdependency.

Under the editorship of T. L. Kandel and Guy Montrose
Whipple the National Society for the Study of Education
issued a symposium concerned with the curriculum and international
if Hendershot, John B. Better International Relationantly through
the Teaching of Geography. Unpublished thesis, Boston University
School of Admostion, 1955.
School of Admostion, 1955.
Thenk, Mildred Helens. Education for International Good Will.
Thoughlished thesis, Boston University Montrose (Editors). International
Theorem the School of Education, 1957.
Therefore, Mational Society for the School Curriculum. Thirty Sixth
Vestbook, National Society for the Study of Education. Bloomington,
111.: School Publishing Company, 1957.

understanding. The work is divided into sections. The first section discusses the gengral aspects of the problem of understanding the interdependencies of nations, informed citizenship, and the intelligent development of international attitudes. A brief discussion of intelligent nationalism in the curriculum is also included. Most of the text is devoted to discussions by experts in the field concerning the specific contributions certain subject materials may contribute toward the development of international understanding. The final section deals with the preparation of teachers and gives an annotated bibliography of aids and materials the teacher may utilize in classroom prodedures. A list of organizations publishing helpful material is also included.

Nell Hogan Bray surveyed the changes in methods of teaching history in the United States and Great Britain from the year 1883 to the year 1935. This survey indidates comparitively little change has occurred in actual practices of the classroom teacher from the earlier years to the later period.

In 1939 the Committee on International Relations of the National Education Association compiled a reference list of the leading agencies promoting international good will and understanding. Although this compilation is now out of date, it is useful in that it attempts to describe the specific services of the listed agencies plus notations about those

^{1/}Bray, Nell Hogan. Fifty Years in the Teaching of History. Unpublished thesis, Peabody, 1938.

^{2/} Committee on International Relations. Organizations Interested in Internation Relations. National Education Research Bulletin Volume 17, #4, September, 1939.

understanding. The work is divided into sections. The first section discusses the gengral aspects of the problem of understanding the interdependencies of nations, informed citizenship, and the intelligent development of international attitudes. A brief discussion of intelligent nationalism in the curriculum is also included. Most of the text is devoted to discussions by experts in the field concerning the specific contributions certain subject materials may contribute toward the development of international understanding. The final section deals with the preparation of teachers and gives an annotated bibliography of sids and materials the teacher may utilize in classroom procedures. A list of organizations publishing helpful material is also included.

Nell Hogen Brey aurveyed the changes in methods of teaching history in the United States and Great Britain from the year 1885 to the year 1955. This survey indicates comparitively little change has occurred in actual practices of the classroom teacher from the earlier years to the later period.

In 1939 the Committee on International Relations of the National Education Association compiled a reference list of the leading agencies promoting international good will and understanding. Although this compilation is now out of date, it is useful in that it attempts to describe the specific services of the listed agencies plus notations about those

^{1/}Brey, Nell Horan. Pirty Years in the Teaching of History. Unpublished thegis, Peabody, 1938.

^{2/} Committee on International Relations. Organization Internation Internation Relations. National Education Research Bulletin Volume IV, 44, September, 1939.

agencies supplying materials and services to teachers, students, and schools.

International Democracy, edited by Mander, Engle, and Harrison is a recent collection of opinions and studies by specialists discussing the case for an evolving international society. Various phases of the problem are considered by different authorities. The alternatives to such an international alsociety are presented. Obstacles to be overcome in the attainment of internationalism receive considerable attention. The place of the United States in this international society is debated. And the cultural and technical problems, nationalism, and the status of economic internationalism are examined at some length.

Textbook Analyses

A STUDY of national trends in education and their relation to the problems of world peace was conducted as far back as 1926 by Jonathan French Scott. However, this is a study of conditions in Europe and it is particularly concerned with the interpretations of England in the French textbooks, Germany and the Great War in the French textbooks, German textbooks, France in the British textbooks, Germany and the War in British textbooks, and the United States in British textbooks. One interpretation of the War of 1812 as it appears in an American textbook is also included. The study concludes that nationalism is overemphasized in the textbooks of Germany, France, and Britain, but the type of nationalism fostered in the British books is

^{1/}Mander, Engle, and Harrison (Editors). International Democracy. New York: Macmillan, 1945.

^{2/} Scott, Jonathan French. The Menace of Nationalism in Education.
London: George Allen and Unwin Ltd., 1926.

agentles unpulving outeriels and services to conchert, students, and motories.

International Descence, added by Mandar, Ingle, and services to specialists discussing the ease for an evolving international society. Various masses of the problem as considered by society. Various masses of the problem as considered by different authoralities. The alternatives of considered by different authoralities. The alternatives of man as inversely and society are preceded. Obstacles to be overcome to the atteinment of internationalism receives considered atteinment of internationalism receives and the Chica and the Constant and technicalism and the constant and the constant and technicalism are examined at some length.

Resultat Meontrell

to the problems of world peace juma continued as far you on the problems of world peace juma continued as far you on the far for the transfer of a stock of the peace of the continued of the peace of t

LAwarder, Fagle, and Henrison (Addition). Entering democracy.

^{2/} Sport, Jonethan Pronch. He wennes of Martinalism in Education.

least calculated to injure international relations.

Thomas J. Malone made an interesting comparison of eight American and four Canadian history textbooks in regard to their treatment of the War of 1812. Not only did he find great disagreement between the presentations of the books published in the different countries, but he also discovered a surprising lack of factual agreement on the part of authors from the same country. Usually the accounts of the war displayed discernable national bias.

In a study of American school textbooks, Bessie Louise

Pierce concentrated attention upon the probable bases for

many attitudes held by the people in the United States. Her

study revealed several concrete instances in which bias and

distortion in the presentation and interpretation of events

as they appeared in the textbooks she examined could lead to

misinformation and the development of attitudes not calculated

to serve the best interests of enlightened citizenship.

Kenneth Beard Canfield analysed junior high school texts in the History of the United States to discover the emphasis textbooks placed upon nationalism. His study shows that nationalistic tendencies do exist in the writing of American History textbooks. Canfield indicates that pressure groups, among them the American Legion, the Grand Army of the Republic, Veterans of Foreign Wars, Sons of the American Revolution,

^{1/}Malone, Thomas J. "History Texts and American-Canadian Amity", Historical Outlook 18:373-377, December, 1927.

^{2/}Pierce, Bessie Louise. Civic Attitudes in American School Textbooks. Chicago: University of Chicago Press, 1930.

^{3/} Canfield, Kenneth Beard. Emphasis on Nationalism in the Writing of American History Texts. Unpublished thesis, Boston University School of Education, 1931.

least calculated to injure international relations.

Thomas J. Malone made an interesting comperison of eight American and four Gamadian history temploopis in regard to their treatment of the war of 1812. Not only did he find great disagreement between the presentations of the books published in the different countries, but he also discovered a surprising lack of factual agreement on the part of suthors from the same country. Usually the accounts of the war displayed discountable national bias.

In a study of American school textbooks, Bessie Louise Pierce concentrated attention upon the probable bases for many attitudes held by the people in the United States. Her study revealed several concrete instances in which bies and distortion in the presentation and interpretation of events as they appeared in the textbooks she examined could lead to misinformation and the development of etilbudes not calculate to serve the best interests of emilghtened citizenship.

Kenneth Heard Canfield analysed junior high school texts in the History of the United States to discover the emphasis textbooks placed upon nationalism. His study shows that nationalistic tendencies do exist in the writing of American History textbooks. Canfield indicates that pressure groups, emong them the American Legion, the Grand Army of the Republic, veterens of Foreign Wars, Sons of the American Revolution,

^{1/}Malone, Thomas J. "History Texts and American-Canadian Amity", Historical Outlook 18: 373-377, December, 1927.

^{2/}Plerce, Bersle Louise. Civic Attitudes in American School Textbooks. Chicago: University of Chicago Fress, 1850.

^{3/} Cenfield, Kenneth Beard. Emphasia on Nationalism in the Writing of American History Texts. Unpublished themis, Boston University School of Endostion, 1931.

Descendants of the Signers of the Declaration of Independence, Rotary, Lions, Kiwanis, etc. have on various occassions exerted pressure for the maintenance of strict nationalistic interpretations in history textbooks. The study contains several examples of words and references that belittle races and encourage undemocratic attitudes among pupils.

Thryra Carter analysed several American History textbooks to discover to what extend nationalities other than the English have been treated in the histories commonly used in our schools today. Her study indicates that the discussion of the American Revolutionary War, the War of 1812, and England's attitude during our Civil War encourages hostile attitudes toward the British which may not be mitigated by later favorable mention. Since the Civil War Period the German is usually mentioned in an unfavorable light. In practically all books the Scotch-Irish are mentioned with praise. Mention of Italy tends to be indiredct and creates little impression. Little mention is made of the Poles except to give impressions of these people as undesirable immigrants. In conclusion the study suggests textbooks should devote more space and consideration to all racial elements contributing to our national heritage.

In an examination of fifty three textbooks in secondary 2/American History Irene T. Blythe attempted to determine the extent to which the new discoveries, emphases, and viewpoints

l/Carter, Thrya. "Racial Elements in American History Textbooks."
Historical Outlook 22: 256-261 April, 1931.

^{2/}Blythe, Irene T. "The Textbooks and the New Discoveries, Emphases, and Viewpoints in American History." <u>Historical Outlook</u> 23:395-402, December, 1932.

Descendants of the Signers of the Declaration of Independence, Rotary, Lions, Kiwanis, etc. have on various occasions exerted pressure for the maintenance of strict nationalistic interpretations in history textbooks. The study contains several examples of words and references that belittle races and encourage undemocratic attitudes among pupils.

Thryis Carter snalysed several American History textbooks to discover to what extend nationalities other than the Anglish have been treated in the histories commonly used in our schools today. Her study indicates that the discussion of the American Revolutionary War, the Wer of 1812, and England's attitude during our Civil War encourages hostile attitudes toward the Mritish which may not be mitigated by leter favorable mention. Since the Civil War Period the German is usually mentioned in an unfavorable light. In practically all books the Scotchinder are mentioned with praise. Mention of Italy tends to be indiredet and oreates little impression. Little mention is as undesirable immigrants. In conclusion the study suggests textbooks should devote more space and consideration to all reads of slaments contributing to our national hardage.

In an examination of fifty three textbooks in secondary American History Irene T. Blythe attempted to determine the extent to which the new discoveries, emphases, and viewpoints

^{1/}Carter, Thrys. "Racisl Hlements in American History Textbooks."
Historical Outlook 22: 256-261 April, 1951.

^{2/}Rlythe, Irene T. "The Textbooks and the New Discoveries, Emphasiand Viewpoints in American History." Historiaal Outlook 25:395-40: December, 1952.

made available by research, are incorporated in the school texts. Her study showed that texts lag seven to fourteen years in the presentation of newly discovered facts. The analysis also showed that textbooks vary greatly in the accounts given to the items selected for analysis thus indicating the necessity for classroom use of more than one basic text.

In an analysis of American History texts and books used in courses of Problems in Democracy, Oliver R. Floyd found frequent references to American History occur in the Problems of Democracy textbooks. However, he indicates only a small amount of duplicate reading is required on the part of the student because most of the references to history in the Problems of Democracy textbooks assume a pre-knowledge of the historical facts involved.

Clem Orlie and W. J. Ellis found great variation in the textbook treatment accorded different periods of our history. In all the textbooks these authors examined, recent history was given the least amount of space; the period of expansion and conflict (1829-1865) received about twenty five percent of the space in most textbooks; great variation in the treatment of the period of exploration and discovery was noted; and a similarly wide variation in treatment of the reconstruction period and the period of national expansion was discernable.

The textbooks of some South American countries, Cuba, and Mexico were analysed for purposes of comparison with textbooks

^{1/}Floyd, Oliver R. "Overlapping between the Senior High School Courses in Problems of Democracy and American History." Historical Outlook 23:296-302, October, 1932.

2/ Orlie, Clem, and Ellis, W.J. "The Comparative Space Given by Sixteen Recently Published American History Textbooks to the Different Periods of History." Historical Outlook 24:459-461, December, 1933.

made svallable by research, are incorporated in the school texts. Her study showed that texts lag seven to fourteen years in the presentation of newly discovered facts. The enalysis slap showed that textbooks very greatly in the accounts given to the items selected for analysis thus indicating the necessity for classroom use of more than one basic text.

In an analysis of American History texts and books used in courses of Problems in Democracy, Oliver R. Floyd found frequent references to American History occur in the Problems of Democracy textbooks. However, he indicates only a small smount of duplicate reading is required on the part of the student because most of the references to history in the Problems of Democracy textbooks assume a pre-knowledge of the historical facts involved.

Clem Orlie and W. J. Ellis found great variation in the textbook treatment accorded different periods of our history. In all the textbooks these authors examined, recent history was given the least amount of space; the period or expansion and conflict (1829-1865) received about twenty five percent of the space in most textbooks; great variation in the treatment of the period of exploration and discovery was noted; and a similarly wide variation in treatment of the reconstruction and the period of national expansion was discernable.

The textbooks of some South American countries, Subs, and Mexico were analyzed for purposes of comparison with textbooks

L/Floyd, Oliver R. "Overlapping between the Senior High School Gourses in Problems of Democracy and American History." Historical Outlook 23:296-302, October, 1932.

2/ Orlie, Clem, and Ellis, W.J. "The Comparative Space Given by Sixteen necently Published American History Textbooks to the Different Periods of History." Historical Outlook 24:459-461, December, 1935.

Joseph Green Board was made to determine favorable and unfavorable presentation of attitudes and materials as they appeared in the textbooks of the countries with which the analysis was concerned. The study disclosed a dearth of material in the books studied. And little knowledge on the part of the various authors about countries other than their own was evident.

Clifford M. Carr studied twenty four textbooks covering a fifty year period to discover the trends in the development of viewpoints and objectives. Carr concluded that most textbooks tend to follow the chronological order in their presentation of materials; there is a tendency to mmit moralizing stories in favor of more accurate historical material; there is s slight trend noticable toward the inclusion of material about the development of education; there is an increasing trend toward treating the Civil War as a socio-economic problem, though most texts treat it as a settled question and give no space to discussion of the race problem as it exists today; there is a distinct trend toward greater emphasis upon present day history; geographical factors influencing history are seldom mentioned; economic reasons as the cause of man's actions are used on an increasing scale; in the discussion of Wars causes and results occupy

^{1/}Board, Joseph Green. Comparison of Current Latin American and United States History Texts. Unpublished thesis, Peabody, 1938.

^{2/}Carr, Clifford M. An Investigation of the Emphases and Trends in High School American History Texts. Unpublished thesis, Kansas State Teacher's College, Emporia, Kansas, 1938.

used in the United States. The comparison, conducted by Joseph Green Board was made to determine Invorable and unfavorable presentation of attitudes and materials as they appeared in the textbooks of the countries with which the analysis was concerned. The study disclosed a dearth of material in the books studied. And little knowledge on the part of the various authors about countries other than their own was evident.

Chifford M. Carr of viewpoints and objectives. Carr concluded that most measuration of materials; there is a tendency to muit material; there is a slight trend noticeble toward the inclusion of material about the development of molauloui as a socio-economic problem, though most texts treat it as one if the state today; there is a meldong spar factors influencing history are seldem mentioned; economic

¹ Board, Joseph Green. Comparison of Current Latin American and United States History Teris. Unpublished thesis, resbody, 1838.

^{2/}Cerr, Clifford M. in Investigation of the Emphases and Trends in Mish School American History Texts. Unpublished thesis, Kansas State Teacher's College, Emporia, Kansas, 1958.

more space than does the discussion of campaigns; the human side of history is more frequently presented than it was fifty years ago; interpretative history attempting to explain why people felt and acted as they did is used increasingly; illustrations and typography are uniformly good; indexes are poor and require revision by experts; and more attention should be given to self pronouncing aids.

In an analysis of thirteen world history textbooks to determine the understandings and attitudes toward international affairs and conflicts that high school students are likely to form from their study of the first world war as treated in these books. Helen Marie Coulter found the attitudes upon the world war, in the textbooks selected for examination, to be accurate and impartial. Treatment of materials in these texts tends to develop attitudes against war and encourages favorable opinions toward harmonious, intelligent relations among nations. However, there appears to be no systematic attempt in the texts to develop insight into the nature of war and peace. And the presentation of a large mass of facts tends to obscure the relationships necessary to learning of cause and effect contributions in the flow of events to the present from the past. Because the texts tend to be brief, descriptive compendiums of historical information, the teacher must, perforce, supplement these texts with additional materials and classroom aids.

^{1/} Coulter, Helen Marie. The Treatment of the World War in Thirteen Selected History Textbooks. Unpublished thesis, Smith College, May, 1940.

more space than does the discussion of campaigns; the imman side of history is more frequently presented than it was fifty years ago; interpretative history attempting to explain why people felt and acted as they did is used increasingly; illustrations and typography are uniformly good; indexes are poor and require revision by experts; and more attention should be given to self pronouncing aids.

in these books, Helen Marie Coulter found the attitudes upon the world war, in the textbooks selected for examination, to be accurate and impertial. Treatment of materials in these smong nations. However, there appears to be no systematic war and peace. And the presentation of a large mass of facts resent from the past. Because the texts tend to be brist. descriptive compendiums of historical information, the teacher must, perforce, supplement these texts with additional materials end classroom aids.

^{1/} Coulter, Helen Merie. The Trestment of the World War in Thirteen Selected History Textbooks. Unpublished thesis, Smith College, May, 1940.

WHY EXAMINE TEXTBOOKS IN AMERICAN HISTORY?

EVIDENCE of varied analyses on the part of many investigators examining textbooks of different kinds and different grade levels indicates needed changes in textbook presentation. Since the publication of some of these analyses, several textbooks have improved in the ranges indicated and foreshadowed by the investigators. The area of international relationships has not remained unstudied, but some clarification may be necessary regarding its inclusion within a course in American History. After all, American History is basicly the history of our country rather than the history of the world. If the study of United States History tries "to identify the United States with the other nations of the world." and shows "how people of all nationalities working together helped to discover and build our country." may we not assume that enough has been accomplished in this area? Surely there are many other subjects taught in the secondary school with contents better adapted to the understanding of international relationships than is the study of United States History. And if these subjects are offered, then an analysis of American History Textbooks becomes superfluous.

Such doubts and questions may well be raised. For, admittedly, world history, geography, or problems of democracy offer excellent opportunities for study of international

^{1/} Rashkis and Mittelman. "Teaching Brotherhood at Public School 37 Manhattan." Elementary English Review 21:251, November, 1944.

^{2/} Ibid.

WHY EXAMINE TEXTBOOKS IN AMERICAN HISTORY?

grade Levels indicates needed changes in textbook presentation. Since the publication of some of these analyses, several textbooks have improved in the ranges indicated and foreanadowed by the investigators. The area of international relevionships has not remained unstudied, but some clarificain American History. After all, American History is basicly world. If the study of United States Mistory tries "to identify the United States with the other nations of the world," helped to discover and build our country," may we not assume relationships than is the study of United States History. And if these subjects are offered, then an analysis of American Alstory Textbooks becomes superfluous.

Such doubts and questions may well be raised. For, admittedly, world history, geography, or problems of democracy offer excellent oppositumities for study of international

^{1/} Residis and Mittelmen. "Teaching Spotherhood at Public School 37 Manhattan." Elementery English Review 21:251, Movember, 1944.

^{*}pldI /8

problems and their relation to our present society. Some might be willing to defend the proposition that these social studies present concepts of internationalism in a manner preferable to any possible concept development within a course of United States History. And there is here no attempt to debate such assertions.

But there are definite reasons for examing the textbooks in the history of the United States rather than the texts
selected from other social studies. If the list of social
studies courses offered in the high schools of Massachusetts
is examined, the examination discloses two hundred and sixty
schools offering a total of one hundred and twenty one courses
in the social studies field for the year 1944-45. (All references
to courses and pupils in this chapter apply only to the schools
of Massachusetts.) However, seventy seven of these courses
appear in the curriculums of seventy seven schools, each course
reaching the pupils of but one community. A glance at the
list of courses will reveal much apparant duplication under
slightly different titles. Thus we have courses in current
events, current history, and current problems, all of which
may well be one and the same thing.

It is not suggested that much knowledge of course content can be obtained from a list of the courses given in the high schools. But surely, from one hundred and twenty one offerings even the most particular person should be able to find some

LALL figures and tabulations on courses are from the survey conducted annually by the Supervisor of Secondary Education, Massachusetts Department of Education, Boston, Mass.

^{2/} See Appendix A.

problems and their relation to our present society. Jome might be willing to defend the proposition that these social studies present concepts of internationalism in a manner preferable to any possible concept development within a course of United States History. And there is here no attempt to debate such assertions.

But there are definite reasons for examing the texts books in the history of the United States rather than the texts selected from other cools1 studies. If the list of social studies courses offered in the high schools of Messachusetts is examined, the examination discloses two hundred and sixty schools offering a total of one hundred and twenty one courses in the social studies field for the year 1946-45. (All references to courses and pupils in this chapter apply only to the schools of Massachusetts.) However, seventy seven of these courses appear in the curriculums of seventy seven schools, each course reaching the pupils of but one community. A glance at the list of courses will reveal much apparent dupit cation under sulightly different titles. This we have courses in current events, current pictory, and current problems, all of which may well be one and the same thing.

It is not suggested that much imowledge of course content osn be obtained from a list of the courses given in the high schools. But surely, from one hundred and twenty one offerings even the most particular person should be able to find some

Lall figures and babulations on courses are from the survey conducted annually by the Supervisor of Secondary Education, Massachusetts Department of Education, Boston, Mass.

course approximating the ideal in its presentation of international relationships. But the course given in one town only can reach only the children of one town.

For purposes of comparison the tabulations in Appendix

B may be of interest. The course called International Relations, for instance. If the course fulfills the requisites of the title, then there would be little need of examing the textbooks of any other social subject. Excepting--
Out of the two hundred and sixty high schools in Massachusetts only two schools offer courses in International Relations.

And in the school year 1944-45 the number of pupils taking this course numbered only 45.

Similarly, we find in other subject offerings a definite limitation both in the number of schools offering the subject and in the number of pupils taking the course. For the moment a comparison of the courses which might offer an adequate presentation of international relations affords definite illustrative galue. For this comparison the following courses will be used:

Community Civics
World History
Medieval and Modern History
European History since 1700
Problems of Democracy
Economics
United States History

There are many other subjects which could appear in this comparison, but those named are offered most frequently.

The comparison appears in Table I.

course approximating the ideal in its presentation of international relationships. But the course given in one town only can reach only the children of one town.

For purposes of comparison the tabulations in Appendix B may be of interest. The course called International Helstions, for instance. If the course fulfills the requisites of the title, then there would be little need of examing the textbooks of any other social subject. Excepting...

Out of the two hundred and sixty high schools in Massachusetts only two schools offer courses in International Helations.

And in the school year 1944-45 the number of pupils tak ng this course numbered only 45.

Similarly, we find in other subject offerings a definite limitation both in the number of schools offering the subject and in the number of pupils taking the course. For the moment a comparison of the courses which might offer an adequate presentation of in eractional relations affords definite illustrative value. For this comparison the following courses will be used:

Community Civica
World History
Medieval and Modern History
European History since 1700
Problems of Demogracy
Economics
United States History

There are many other subjects which could appear in this comparison, but those named are offered most frequently. The comparison appears in Table I.

COMPARISON OF THE NUMBER OF SCHOOLS OFFERING SPECIFIC SUBJECTS TOGETHER WITH THE NUMBER OF PUPILS TAKING THESE SUBJECTS IN THE SCHOOL YEARS 1940-41 AND 1944-45.

TABLE I

SUBJECT 1940-41 1944-45 HIGH SCHOOLS PUPILS HIGH SCHOOLS PUPILS OFFERING TAKTNG OFFERING TAKING SUBJECT SUBJECT SUBJECT SUBJECT Community Civics-----136-----13,966----135-----10,243 World History----- 6,957 Medieval and Modern History 75----- 6,733---- 51---- 2,550 European History since 1700---- 76---- 5.794---- 48----- 2.641 Problems of Democray----- 9,816---- 6,762 Economics----- 3,831 United States History and Civics-----240-----45,649----214-----30,262

^{1/} From the survey of secondary schools conducted by the Superivisor of Secondary Education, Massachusetts Department of Education, Boston, Massachusetts, 1940-41 and 1944-45 surveys.

COMPARISON OF THE NUMBER OF SCHOOLS OFFERING SPECIFIC SUBJECTS TO SETTLER WITH THE NUMBER OF PUPILS TAXING THESE SUBJECTS IN THE SCHOOL YEARS 1940-41 AND 1944-45.

TABLE I

SUBJECT

1940-41 1944-45
HIGH SCHOOLS PUPILS HIGH SCHOOLS
OFFERING TAKING OFFSEING
SUBJECT SUBJECT SUBJECT

^{1/} From the survey of secondary schools conducted by the Superivisor of Secondary Education, Massechusetts Department of Education, Boston, Massechusetts, 1940-41 and 1944-45 surveys.

United States History, then, is the one social science subject usually studied by all the pupils of the high schools. Of course, this is largely due to the fact that its study is compulsory in Massachusetts. (The number of schools offering United States History falls below the maximum of two hundred and sixty in Table I because some of the smaller schools offer the subject on alternate years only, and other schools offer the subject under such titles as American History, etc. If all these courses are added to the figures given for those schools designating their courses as United States History and Civics, for the year 1944-45 the number of high schools offering courses covering United States History is raised to 259 while the number of pupils taking these courses is increased to 35,237.) But compulsion does not alter the fact that any other course in the social studies curriculum will reach only a fraction of the school population.

There might be still another objection. Some might contend that a course offered in a department other than the social studies might serve to cover the field of international relationships. Commercial geography might be one such course. But an examination of Appendix B indicates the study of commercial geography in but one hundred and seven schools with only six thousand six hundred and eighty nine pupils taking the subject.

Therefore, the textbooks in American History have been chosen for analysis because this study is the one reaching the greatest number of pupils. If the texts contain adequate

United States History, then, is the one social science subject usually studied by all the pupils of the high schools. Of course, this is largely due to the fact that its study is compulsory in Massachusetts. (The number of schools offeroffer the subject on elternate years only, and other schools .ofer the audject under such titles as American History, etc. If all these courses are added to the figures given for and Civica, for the year 1944-45 the number of high schools of besist al yrotalH satata betinu gnirevos assuvos nalvello 259 while the number of pupils taking these courses is increased to 35,237.) But compulsion does not alter the fact that any other course in the social studies curriculum will reach only .noitsfugos foodss ent to noitsert s

There might be still another objection. Some might contend that a course offered in a department other than the social studies might serve to cover the field of international relationables. Commercial geography might be one such course. But an examination of Appendix B indicates the study of commercial geography in but one hundred and seven achools with only six thousand six hundred and eighty nine pupils taking the subject.

Therefore, the textbooks in American History have been chosen for analysis because this study is the one reaching the greatest number of pupils. If the texts contain adequate

presentations of the problem, we may be reasonably assured that the pupils of Massachusetts are at least being exposed to the material. If the textbooks do not contain adequate presentations of the problem, the position of United States History in the curriculum demands both a revision of the textbooks and the utilization of all other possible teaching aids.

This analysis is made with the realization that the textbook is not the course of study in many of our better schools. In the abscence of adequate presentations the teacher often substitutes vital materials from other sources. But there is some reason for believing the textbook is still slavishly used in some school systems. "In the teaching of history and other social studies in this country. although at different times there has been a variety of aims, largely conditioned by textbooks, the outstanding objective, whether admitted or not, has been the teaching of facts contained in those textbooks. In spite of professions to the contrary, this still remains true to a great degree." The limitation of courses to the materials within the history textbook only enhances the necessity for a complete presentation of those events and facts that serve to identify the United States with the other nations of the world.

^{1/} Bining, Arthur and Bining, David. Teaching the Social Studies in the Secondary School. New York: McGraw Hill Book Company, 1941. page 34.

presentations of the problem, we may be reasonably assured that the pupils of Massachusetts are at least being exposed to the material. If the textbooks do not contain adequate presentations or the problem, the position of United States History in the curriculum demands both a revision of the textbooks and the utilization of all other possible teaching alds.

schools. In the abacence of adequate presentations the teacher often substitutes vitel materials from other sources. still slavishly used in some school systems. "In the teaching of history and other social studies in this country, sime, largely conditioned by textbooks, the outstanding objective, whether admitted or not, has been the teaching of facts contained in those textbooks. In splite of professions to the contrary, this still remains true to a great degree," the United States with the other nations of the world.

^{1/} Sining, Arthur and Sining, David. Teaching the Secondary School. New York: Mofrew Hill Book Company, 1941, page 34.

QUANTITATIVE ANALYSIS

THIS is an analysis of the space devoted to events before 1900 and after 1900 to determine which period receives the more space in the discussion of international relationships. No assumption is made regarding the virtue or lack of virtue in lengthy discussions. But the analysis of space does furnish some basis for comparison of and among the textbooks to be examined regarding content.

This analysis does not include material concerned with events preceding the adoption of the Constitution of the United States.

The analysis of the apportionment of space is on a simple page count basis. It is an approximate measurement rather than an absolute one. Because the division of time selected for the study was arbitrary there were some portions of some textbooks in which materials applicable to both time periods as determined by the dates 1789 and 1900 occurred in the same paragraph. This was especially true of discussions concerning the Spanish American War and the rise of the United States as a world power. Where this condition existed, the paragraph or topic heading supplied by the textbook writer was used as the determining factor for placing the count of such an item within one period or another.

Page count was used rather than line count because line count is often meaningless unless translated into

QUANTITATIVE AMALYSTS

THIS is an analysis of the space devoted to events before 1900 and after 1900 to determine which period receives the more space in the discussion of international relationships. No assumption is made regarding the virtue or lack of virtue in lengthy discussions. But the analysis of space does furnish some basis for comparison of and among the textbooks to be examined regarding content.

This analysis does not include material concerned with events preceding the adoption of the Constitution of the United States.

The analysis of the apportionment of space is on a simple page count basis. It is an approximate measurement rather than an absolute one. Because the division of time selected for the study was erbitrary there were some portions of some textbooks in which materials applicable to both time periods as determined by the dates 1789 and 1900 occurred in the same paragraph. This was especially true of discussions concerning the Spanish American War and the rise of the United States as a world power. Where this condition existed, the paragraph or topic heading supplied by the textbook writer was used as the determining factor for placing the count of such an item within one period or another.

Page count was used rather than line count because line count is often meaningless unless translated into

more tangible terms. Furthermore, the varying styles and sizes of type make such a count, in the last analysis, no more accurate than a simple page count.

The counter used in this analysis is illustrated in Diagram I. One counter was constructed for each book examined. Where the typography included pages set in two columns the ordinary counter was used on each column and the final result was divided by two in order to obtain figures comparable to those obtained for pages printed in conventional typography.

Most of the final figures obtained were in fractional form. In all cases these fractions have been rounded to the nearest whole number in order to simplify the final tabulation. In no case has this policy distorted the final figure by more than half a page, a relatively insignificant distortion when the lowest count of 51.5 pages is raised to a count of 52 pages.

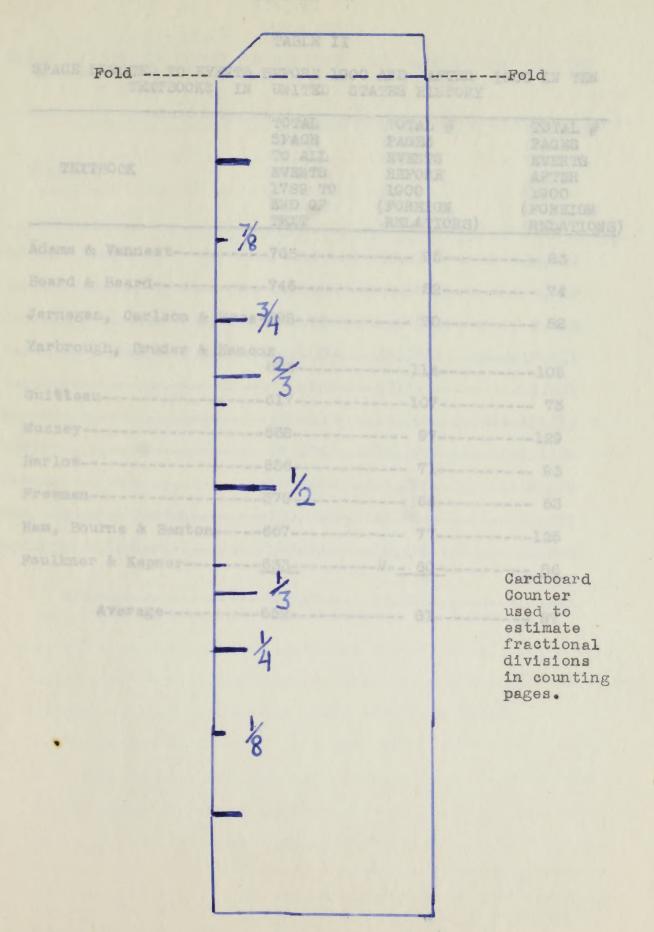
Tables II and III give the results of this space analysis.

divisions in countin more tengible terms. Furthermore, the varying styles and sizes of type make such a count, in the last analysis, no more accurate than a simple page count.

The counter used in this energy is illustrated in Disgram I. One counter was constructed for each book exemined. Where the typography included pages set in two columns the ordinary counter was used on each column and the final result was divided by two in order to obtain figures comparable to those obtained for pages printed in conventional typography.

Most of the final figures obtained were in fractional form. In all cases these fractions have been rounded to the nearest whole number in order to simplify the final tabulation. In no case has this policy distorted the final figure by more than half a page, a relatively instgnificant distortion when the lowest count of 51.5 pages is raised to a count of 52 pages.

Tables II and III give the results of this space analysis.



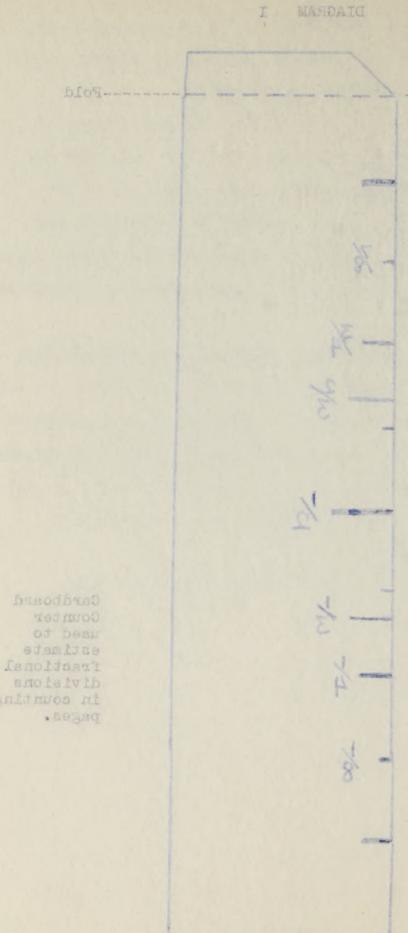


TABLE II

| SPACE | DEVOTED | TO | EVENTS | BEFORE | 1900 | AND | AFTER | 1900 | IN | TEN | |
|-------|---------|------|--------|--------|------|------|---------|------|----|-----|--|
| | TEXT | rBoo | OKS IN | UNITED | ST | ATES | HISTORY | | | | |

| TEXTBOOK | TOTAL SPACE TO ALL EVENTS 1789 TO END OF TEXT | TOTAL # PAGES EVENTS BEFORE 1900 (FOREIGN RELATIONS) | TOTAL # PAGES EVENTS AFTER 1900 (FOREIGN RELATIONS) |
|-------------------------|---|--|---|
| Adams & Vannest | 765 | 95 | 83 |
| Beard & Beard | 746 | 52 | 74 |
| Jernegan, Carlson & Ros | ss-598 | 70 | 52 |
| Yarbrough, Bruder & Har | 603 | 114 | 105 |
| Guitleau | 617 | 107 | 73 |
| Muzzey | 668 | 97 | 129 |
| Harlow | 656 | 71 | 93 |
| Freeman | 570 | 66 | 53 |
| Ham, Bourne & Benton | 667 | 77 | 125 |
| Faulkner & Kepner | 633 | | 86 |
| Average | 652 | 81 | 87 |

TI BUREAT

SPACE DEVOTED TO EVENTS HEFORE 1900 AND AFTER 1900 IN TEN

| | JATOT | # JATOT | TOTAL W |
|-------------------|-----------------|------------------|------------|
| | SPACE TO ALL | PAGES | PAGES |
| | | | EVENTS |
| and Marketina | 1789 TO | | 1800 |
| | | (FOREIGN | (FOREIGN |
| | | RELATIONS) | HELATIONS) |
| | | | |
| Adams & Vannest | 765 | | 85 |
| Beard & Beard | 746 | 52 | AP |
| Jernegan, Carlson | & Ross-598 | 70 | Sā |
| Yarbrough, Bruder | Tongall d | | |
| some francis | 603 | | 105 |
| | | | |
| Guitteau | 617 | 107 | 73 |
| Muzzey | 833 | 97 | 991 |
| | | | |
| Harlow | | manual L. manual | 86 |
| Freeman | 570 | | 88 |
| Ham, Bourne & Ben | on667 | | 125 |
| Paulimer & Kepner | 633 | | DB |
| | | | |
| egateva | 652 | 81 | 78 |

TABLE III

SPACE DEVOTED TO EVENTS BEFORE 1900 AND AFTER 1900 IN THE TEXTBOOKS IN UNITED STATES HISTORY (BY PERCENTAGE)

| TEXTBOOK | SPACE TO ALL EVEN TS | TOTAL # PAGES EVEN TS BEFORE 1900 (FOREIGN RELATIONS) | AFTER |
|-----------------------------|----------------------------|---|---------|
| Adams & Vannest | -100.00 | -12.418 | -10.849 |
| Beard & Beard | -100.00 | - 6.970 | - 9.918 |
| Jernegan, Carlson & Ross | -100.00 | -11.705 | - 8.695 |
| Yarbrough, Bruder & Hancox- | -100.00 | -18.903 | -17.411 |
| Guitteau | -100.00 | -17.341 | -11.831 |
| Muzzey | -100.00 | -14.520 | -19.311 |
| Harlow | -100.00 | -10.823 | -14.176 |
| Freeman | -100.00 | -11.578 | - 9.298 |
| Ham, Bourne & Benton | -100.00 | -11.544 | -18.586 |
| Faulkner & Kepner | -100.00 | - 9.478 | -13.586 |
| Average | -100.00 | -12.423 | -13.343 |

under high teriffs, retaliatedy teriffs, and the encouragemen

in the United States. Table V summerises this information.

establishing any comparison of the series of the textbooks

as textbooks, the tables contained in this and the remaining

l/Fisher, Edgar J. "The Present Challenge to Introses Into cultural Estivity." Journal of the American Association of Collegiate Registrary, 20:11-12, October, 1844.

TABLE III

SPACE DEVOTED TO EVENTS HEFORE 1900 AND AFTER 1900 IN THE TEXTBOOKS IN UNITED STATES HISTORY (BY PERCENTAGE)

| TEXTBOOK | TOTAL SPACE TO ALL EVENTS 1789 TO END OF TEXT | TOTAL # PAGES EVENTS EMFORE 1900 (FORRIGN RELATIONS) | TOTAL # PAGIS BYENES AFTER 1900 (FOREIGN HELATIONS) |
|----------------------|---|--|---|
| Adams & Vennest | 100.00 | 12.418 | 10.849 |
| Beard & Beard | 100.00 | 6.970 | 816.6 |
| Jernegan, Carlson & | Ross100.00 | 11,705 | 898.8 |
| Yarbrough, Bruder & | Hancox100.00 | 18.905 | 17.411 |
| Guitteau | 100.00 | 17.341 | 188.11 |
| Muzzey | 100.00 | 14.520 | 19.311 |
| Harlow | 100.00 | 10.823 | 14,176 |
| Freezen | 100.00 | 11.578 | 802.0 |
| Ham, Bourne & Benton | 00.001 | 11.544 | 18.586 |
| Faulimer & Kepner | 100.00 | 9.478 | 13.556 |
| Average | 100.00 | 12.423 | 15.343 |

IS MENTION MADE OF POSSIBLE REPERCUSSIONS IN OTHER NATIONS FROM OUR NATIONAL LEGISLATION?

"OUR national education should show us that what appears as specifically national legislation often has direct and immediate repercussions on other nations. Very evident examples of this are our oriental exclusion acts, and our high tariff laws. . . Such legislation works harm to other peoples. Our education makes its contribution to international welfare when we teach our young people, and our adults as well, that what is harmful to others, or lessens their prosperity, ultimately becomes harmful to us and adversely affects our own prosperity."

In this analysis of repercussions to national legislation the suggestion advanced by Edgar J. Fisher has been followed. The immigration situation is divided into four sections: national origin immigration, Japanese exclusion, Chinese exclusion, and the California Land Act. Table IV summarizes the number of texts devoting some attention to these problems. The tariff problem is also divided into four sections for purposes of analysis: reciprocity, difficulty of paying loans under high tariffs, retaliatory tariffs, and the encouragement offered to manufacturers in other countries by high tariffs in the United States. Table V summarizes this information.

Because this analysis was not made with the intention of establishing any comparison of the merits of the textbooks as textbooks, the tables contained in this and the remaining

^{1/}Fisher, Edgar J. "The Present Challenge to Increase Intercultural Activity." Journal of the American Association of Collegiate Registrars. 20:11-12, October, 1944.

IS MENTION MADE OF POSSIBLE REFEROUSSIONS IN OTHER NATIONS FROM OUR NATIONAL LEGISLATION?

"OUR national education should show us that what appears as specifically national legislation often has direct and immediate repercussions on other nations. Very evident ememples of this are our oriental exclusion acts, and our high teriff laws. . . Such legislation works harm to other peoples. Our education makes its contribution to international welfere when we teach our young people, and our ternational welfere when we teach our young people, and our that in prosperity, ultimately becomes harmful to others, or lessens adversely affects our own prosperity."

In this enalysis of repercussions to national legislation the suggestion savenced by Edger J. Fisher has been followed. The immigration situation is divided into four sections: national origin immigration, Japanese exclusion, Chinese exclusion, and the California Land Act. Table IV summarizes the number of texts devoting some attention to these problems. The tariff problem is also divided into four sections for purposes of analysis: reciprocity, difficulty of paying loans under high tariffs, retaliatory tariffs, and the encouragement offered to manufacturers in other countries by high tariffs in the United States. Table V summarizes this information.

Because this analysis was not made with the intention of establishing any comparison of the merits of the textbooks as textbooks, the tables contained in this and the remaining

^{1/}Fisher, Edger J. "The Present Challenge to Increase Intercultural Motivity." Journal of the American Association of Collegiate Registrars. 20:11-12, October, 1844.

is on an alphabetical basis, number 1 indicating the Adams and Vannest text and number 10 the Yarbrough, Bruner, Hancox textbook.

sections refer to the textbook by number. This reference is on an alphabetical basis, number 1 indicating the Adams and Vannest text and number 10 the Varbrough, Fruner, Hancox textbook.

TABLE IV
REPERCUSSION FROM NATIONAL IMMIGRATION LAWS

| #1 | #2 | #3 | #4 | | Tex #6 | | | | #10 | % |
|----|-----|-----|-------|---------|-------------|---------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| * | 2,6 | * | * | 46 | સ્ક | * | ** | ** | * 7 / | 100 |
| ** | 3% | ** | | 3/6 | * | , | * | % | * | 80 |
| | * | * | * | * | * | 3%-16 | * | % | * | 90 |
| | | | 1 | 46 | * | | | * | | 30 |
| | * | * * | * * * | * * * * | * * * * * * | * * * * * * * * * * | * * * * * * * * * * * * * * * * * * * | * * * * * * * * * * * * * * * * * * * | * * * * * * * * * * * * * * * * * * * | * * * * * * * * * * * * * * * * * * * |

^{1/} Mentions Japanese use of this point in their wartime propaganda.
2/ Mentions this in relation to the present race problem.

* * *

TABLE V
TARIFF LAWS AS A BASIS FOR REPERCUSSION

| Topics | #1 | #2 | #3 | #4 | #5 | Tex #6 | | | #9 | #10 | % |
|--|----|-----|----|----|-----|-----------|-----|-----|----|-----|----|
| Reciprocity | * | -56 | ** | | 2% | | 3/4 | ** | 特 | * | 80 |
| Difficulty of Loan Payments under High Tariffs | * | * | | | | 46 | | * | * | * | 60 |
| Retaliatory Tariffs | * | | ** | * | 2/4 | * | 46 | નુક | ** | 46 | 90 |
| High U.S. Tariffs as Encouragement to Industrialization in Foreign Countries | | | | | | | | * | | | 10 |

VI SUGAT

REPERCUSSION PROM NATIONAL IMMIGRATION LAWS

| K | 01# | | | | Tex 84 | | 44 | 25 | Topics |
|-----|-----|-----|----|---|-----------|-----|----|----|----------------------------|
| 100 | | | * | * | 4 | | | 装 | Wetional Origin Limit *** |
| | F | 45 | * | | | | | 0 | Japanese Exclusion |
| | 40 | 10- | 49 | | * | * | | * | Chinese Exclusion |
| 30 | | 49 | | | * | -58 | | | California Land Act |
| - | | | | | | | | | |

1/ Mentions Japanese use of this point in their wartime propagands.
2/ Mentions this in relation to the present race problem.

恭 张 恭

V HIELAT

TARTEF LAWS AS A SASIS FOR HEPERCUSSION

| 7 | 9 410 | | | | | | Topics |
|----|-------|---|-----|-----|-----|----|---|
| 08 | | | * | 44 | 1 4 | * | Reciprocity |
| | 45 45 | * | * | | | * | Difficulty of Loan Payments under High Teriffs |
| 06 | | | * * | * * | 4 | 35 | Retallatory Tarlffs |
| 01 | | * | | | | | High U.S. Tariffs as Encouragement to Industrialization in Poreign Countries |

TO WHAT EXTENT ARE THE INTERNATIONAL AGREEMENTS AND COMMITMENTS OF THE UNITED STATES MENTIONED?

THE agreements and commitments of the United States are many. A textbook in general history may not hope to include anything but suggestive sampling. The items included in this analysis proved to be reasonably common to all the texts and reference to their influence on policy was usually indicated by the authors. Only three deletions were made from the original check list. These included the General Claims Convention of 1910, and the Gondra Treaty. These items were removed because they were not mentioned in any of the texts. The 1942 surrender of extraterritorial rights in China on the part of the United States was also deleted because most of the books examined were published prior to that date.

While the importance of the individual items in this
list may be open to question, the general patterns of the
events in the check list indicates some emphasis on agreements
and commitments as they effect policy. In selecting these
items an effort was made to cover representative items of war,
diplomacy, and commerce and trade, as suggested by Walter
Prescott Webb as well as representative law making conventions,
peace and neutrality agreements, economic agreements as
suggested by C. Delisle Burns.

Table VI summarizes this analysis.

^{1/}Webb, Walter Prescott. "Are There Prime Factors in History?"

Historical Outlook 21:213-217, May, 1930.

2/ Burns, C. Delisle. "International Agreements." Encyclopedia of the Social Sciences. New York, Macmillan, 1937. Volume I, pp 518-520.

TO WHAT EXTENT ARE THE INTERNATIONAL AGREEMENTS AND COMMITMENTS OF THE UNITED STATES HANTIONEDS

THE agreements and commitments of the United States are many. A textbook in general history may not hope to include synthing but suggestive sempling. The items included in this enalysis proved to be reasonably common to all the texts and reference to their influence on policy was usually indicated by the authors. Only three deletions were made from the original check list. These included the General Claims Convention of 1910, and the Gondra Treaty. These items were removed because they were not mentioned in any of the texts. The 1942 surrender of extratermitorial rights in China on the part of the United States was also deleted because most of the books examined were published prior to that date.

While the importance of the individual items in this list may be open to question, the general patterns of the events in the check list indicates some emphasis on agreements and commitments as they effect policy. In selecting these items an effort was made to cover representative items of wer, diplomacy, and commerce and trade, as suggested by Walter Prescott Webb as well as representative law making conventions, peace and neutrality agreements, economic agreements as suggested by G. Delisle Burns.

. Staylens bids seriremmus IV elder

^{1/}Webb, Walter Prescott. "Are There Prime Factors in History?"
Historical Outlook 21:213-217, May, 1930.

2/ Burns, C. Delisle. "International Agreements." Encyclopedia of the Social Sciences. New York, MacMillan, 1937. Volume I, pp 518-520.

TABLE VI

MENTION OF THE INTERNATIONAL AGREEMENTS AND COMMITMENTS OF THE UNITED STATES IN TEN AMERICAN HISTORY TEXTBOOKS

| | | | | | | Tex | tbo | oks | | | |
|---|-------|-----|------|-------|-----|-----|-----|-------|-------|-----------|-----|
| Item | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | #10 | % |
| States belong was ponute | Q TO | 113 | 3.0 | 1084 | | | 100 | | | | |
| Disarmament | 3% | 2% | | | 36 | * | | | 1 | 1/2 | 50 |
| British, American, Jap- | 100 | Wo | 7 10 | PLC 6 | L | 200 | 27 | 1 | 020 | 1 80.0 | |
| anese Naval Agreement | | | | | | | | | | | 70 |
| 1932 | * | * | 21 | 135 | 46 | 1/2 | | * | 2/4 | 36 | 70 |
| Description Advances Technical Access | 1 | 18 | 1 | 834 | - | 170 | | 1 | 100 | E 1 97% B | |
| Buenos Aires Inter Am- erican Conference for | 150 | | | 1 | | | | | | | |
| the Maintenance of | | | | | | | | | | | |
| Peace | | 35 | | | | | | | | | 10 |
| Reciprocity | 35 | 100 | 3% | | 34 | | 3% | 26 | 8/4 - | 25 | 80 |
| Conference and Treaty | 70 | - | ~ | | 74 | | 1 | 76 | ~ | 1" | 00 |
| of Algeciras | 45 | | 1 | | | 1 | 26 | 12.00 | 3/4 | C) Irus | 30 |
| Four Power Treaty | 46 | | | 36 | 26 | 36 | 25 | | 25 | | 60 |
| Geneva Conferences | - | | | | - | - | 25 | | 3/4 | | 20 |
| Good Neighbor Policy | 35 | * | 2% | | | | * | | - | 2/2 | 50 |
| Havana Conference (1940) | 125 | | | | 1 | | 100 | 1 | . > | * | 20 |
| Locano, 1925 | | | | | 3/4 | 46 | 36 | | | | 30 |
| London Conference (1930) | 100 | * | * | * | 4% | 3/4 | 36 | mi | 1/4 | lon t | 70 |
| Nine Power Treaty | 45 | | 10 | % | 10 | * | * | | | 42 | 50 |
| Monroe Doctrine | 45 | * | 46 | 2% | * | 35 | % | 3% | * | 3,5 | 100 |
| Open Door Policy | | 1/4 | 於 | * | * | * | 器 | 46 | 3/4 | 1/2 | 100 |
| T. Roosevelt and Columbia | | | | P.E. | 1 | 1 | 100 | 130 | | | |
| and Panama | 兴 | 2% | 46 | % | * | 36 | 36 | * | 1/4 | 3/2 | 100 |
| Washington Conference | 77 91 | | | Lio | 100 | 1 | 138 | 1 2 | bet | al The | 000 |
| (1921-22) | 1791 | * | 36 | 茶 | * | * | 36. | * | * | * | 90 |
| | | | 10 | | | 1 | 1 | | | | |

International Office of Public Health.
International Joint Commission, United States and Canada.
Inter-Parliamentary Union.
Inter-American Trade Mark Registration Bureau.
International Office of the Pustal Union of the

International Fisheries Commission, United States a

MENTION OF THE INTERNATIONAL ACREMINATE AND COMMITMENTS OF THE UNITED STATES IN TEN AMERICAN HISTORY TEXTBOOKS

| | O.F | | | | | | | | | 73 | |
|-------|-----|------|----|----|----|------|-------|----|-----|----|--|
| - Jah | - | | - | | - | | | | - | | medi |
| 50 | | | | | ** | | | | * | | Disermente |
| 70 | | | * | | 2 | - 10 | | | * | | anese Maval Agraement 1932 |
| 10 | | | | | | | | | | | Buenos Aires Inter Am- erican Conference for the Maintenance of Feace |
| 88 | | - 15 | 10 | 42 | | | | | 44 | | |
| - | | | | 1 | | | | | | | |
| 30 | | | | 98 | | - 1 | | | | | Conference and Treaty |
| 08 | | | | | | | | | - 1 | | of Algeotres |
| | | | | 12 | | * | | | | 45 | Four Power Treaty |
| 08 | | | | | | - 1 | | | | | Gameva Conferences |
| 50 | | | | 34 | | | | | | | Good Meighbor Polloy |
| 08 | | | | | | | | | | | Havens Conference(1940) |
| | | | | 一份 | | # | | 1 | | | Locand, 1925 |
| 07 | | | | | | 35 | | 45 | 40 | | |
| 50 | 40 | | | | | | | | - 1 | | Mine Power Treatyen |
| | | | | 4 | | | 40 | | 45 | | Monroe Doctrins |
| 1000 | | | | | | 46. | 33- 1 | 45 | | | Open Door Polley |
| | | | | | | | | | | | T. Roosevelt and Columbia |
| 100 | | | | | | | 35 | 46 | 35 | | and Panama |
| | | | | | | | | | 1 | | Washington Conference |
| | 45 | | | | | | 57 | * | 1 | | (1921-80) |

International Tax VII or or Statistics.

IS MENTION MADE OF INTERNATIONAL ORGANIZATIONS IN WHICH THE UNITED STATES PARTICIPATES?

THE original list of organizations to which the United States belongs was considerably longer than the abbreviated list in Table VII. The list was made up from reference to

Masters, Ruth D. Handbook of International Organizations in the Americas. Washington, D.C.: Carnegie Endowment for International Peace, 1945.

and

Schmeckebier, Laurence F. International Organizations in which the United States Participates. Washington, D.C.: Brookings Institution, 1935.

the list originally included:

American International Institute for the Protection of Childhood.

Bureau of the International Telecommunication Union.
Cape Spartel Lighthouse Commission.
Central Bureau of the Map of the World.

Export-Import Bank.

International Institute of Agriculture.

International Penal and Prison Commission.

International Bureau of the Universal Postal Union.

International Bureau of Weights and Measures.

International Exchange of Publications.

International Bureau for the Protection of Industrial Property.

International Bureau for Customs Tariffs.

International Boundry Commission, United States and Mexico.

International Central Office for the Control of the Liquor Traffic in Africa.

International Boundary Commission, United States and Canada

International Office of Public Health.

International Joint Commission, United States and Canada.

Inter-Parliamentary Union.

Policy Association, 1941,

Inter-American Trade Mark Registration Bureau. International Office of the Postal Union of the

Americas and Spain.

International Hydrographic Bureau.
International Fisheries Commission, United States and Canada.

IS MINITION MADE OF INTERNATIONAL ORGANIZATIONS IN WHICH THE

of eogereler mort qu ebem saw Jali ent . IIV elder mi jali

Masters, Ruth D. Handbook of International Organizations Washington, D.C.: Carnerle Endowment in the Americas. for International Peace, 1945.

Schmeckebier, Laurence F. International Organizations in which the United States Participates. Washington, D.C.: Fronkings Institution, 1955.

American International Institute for the Protection of Childhood.

Bureau of the International Telecommunication Union. Cape Spartel Lighthouse Commission.

Central Bureau of the Map of the World.

Export-Import Banks

Toternational Institute of Agriculture.

Penal and Prison Commission. International

Bureau of the Universal Postal Union. Bureau of Weights and Messures.

International Exchange of Publications.

International Sureau for the Protection of Industrial

Property. International Bureau for Gustoms Tariffs. International Soundry Commission, United States and

Mexico. International Central Office for the Control of the

Liquor Traffic in Africa. Bow dary Commission, United States and

office of Public Health.

International Joint Commission, United States and .sbenso

Inter-Parliementary Union.

Inter-American Trade Mark Registration Bureau. International Office of the Postal Union of the

Americas and Spain.

International Hydrographic Er sau. International Fisheries Commission, United States and . abanab

International Institute of Statistics.
International Radio Consulting Commission.
International Technical Committee of Aerial Legal
Experts.

Inter-American Financial and Economic Advisory Commission.

Inter-American Development Commission. International Chamber of Commerce.

Permanent International Association of Navigation Congresses.

Pan American Sanitary Commission. Allied Maritime Control Council.

Of the organizations in this list it must be admitted that "they had one great limitation: they were all created to deal with problems which, while not unimportant, did not usually involve political controversies. Not one of them touched the issues over which nations sometimes fight."

Nonetheless, these organizations represent successful co-operation even though it is of a low level order. However, this was not referred to in the texts. Those organizations consistently mentioned in the texts appear in Table VII.

TABLE VII

MENTION OF THE INTERNATIONAL ORGANIZATIONS IN WHICH THE UNITED STATES PARTICIPATES

| Tohn ITEMS | #1 | #2 | #3 | | | ook #6 | 8 | #8 | #9 | #10 | % |
|---|----|-----|----|-----|----|-----------|----------|----|----|-----|-----|
| Permanent Court of Inter- national Arbitration | 25 | 48- | 茶 | 2/4 | * | ** | % | * | ** | * | 100 |
| International Labor Organ- ization | 15 | 46 | 40 | - | | - | 97 | 0 | 头 | | 20 |
| Pan American Union | 96 | 於 | 2% | 36 | 25 | % | ** | * | * | 1/2 | 100 |
| Woodrow Wilson | -0 | 4 | | | | 41 | 0 | | 46 | | 100 |

^{1/} Fry, Varian. Bricks Without Mortar. New York: Foregn Policy Association, 1941, p. 42.

International Institute of Statistics.
International Radio Consulting Commission.
International Technical Committee of Aerial Legal
Experts.

Inter-American Financial and Economic Advisory

Inter-American Development Commission.
International Chamber of Commerce.
Permanent International Association of Navigation
Congresses.

Pen American Sanitary Commission.

of the organisations in this list it must be admitted that "they had one great limitation: they were all created to deal with problems which, while not unimportant, did not usually involve political controversies. Not one of them touched the issues over which nations sometimes fight."

Nonetheless, these organizations represent successful co-operation even though it is of a low level order. However, this was not referred to in the texts. Those organizations consistently mentioned in the texts appear in Table VII.

TABLE VII

MENTION OF THE INTERNATIONAL ORGANIZATIONS IN WHICH THE UNITED STATES PARTICIPATES

| - | R | | | | | | | | 110 | ITHE |
|---|-----|---|---|---|-----|----|----------|---|-----|---|
| | | * | | * | -18 | 4 | 4 | 0 | | Permanent Court of Inter- national Arbitration |
| | os | | | | | | | | | International Labor Organ- ization |
| | 001 | 4 | 0 | | ** | 43 | * | | 45 | Pan American Unlon |
| | | | | | | | . J. | | _ | |

^{1/} Pry, Verien. Bricks Without Morter. New York: Poregn

IIIV

IS THERE DISCUSSION OF THE PERSONALITIES RESPONSIBLE FOR THE PROMOTION AND ESTABLISHMENT OF INTERNATIONAL ORGANIZATIONS AND PEACE ?

IT WAS at once evident that a list of personalities
to be used as a check list could not begin with Grotius
and extend in a comprehensive coverage of the field.

Therefore, the personalities in the list were obtained
without reference to other sources other than the books
examined. To appear in the tables summarizing this
information each person must have been discussed in connection
with international relations.

TABLE VIII

DISCUSSION OF PERSONALITIES IN THE TEXTBOOKS EXAMINED . . .

| | Textbooks #1 #2 #3 #4 #5 #6 #7 #8n#9 #10 | | | | | | | | | | | | |
|------------------|---|----|----|----|----|-----|----|-----|-----|-----|-----|--|--|
| PERSONALITY | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8n | #9 | #10 | % | | |
| James G. Blaine | - | | * | 48 | 3% | * | | | * | | 50 | | |
| Simon Bolivar | - | | | | * | | | | | | 10 | | |
| William J. Bryan | * | * | 张 | | * | 掘 | | | * | | 60 | | |
| Andrew Carnegie | | 36 | 46 | | * | * | | | 強 | | 50 | | |
| Samuel Gompers | | | | | | | | | 46 | | 10 | | |
| John Hay | - 45 | 3% | % | 岩 | * | 3/4 | 2% | * | -36 | ** | 100 | | |
| Cordell Hull | - 35 | | * | | | * | * | % | 96 | * | 70 | | |
| Dwight Morrow | | * | | * | * | | | | * | | 40 | | |
| Elihu Root | . નુક | * | 泰 | * | | 45 | * | * | * | | 80 | | |
| General Smuts | | | | | | 44 | | | 46 | | 20 | | |
| Woodrow Wilson | * | * | * | 46 | ** | * | * | ** | * | * | 100 | | |
| Andrew D. White | . % | * | | | | | | | | | 20 | | |
| | | | | | | | | | | | | | |

IS THERE DISCUSSION OF THE PERSONALITIES RESPONSIBLE FOR THE PROMOTION AND ESTABLISHMENT OF INTERNATIONAL ORGANIZATIONS AND PERCE ?

IT WAS at once evident that a list of personalities to be used as a check list could not begin with Grotius and extend in a comprehensive coverage of the field.

Therefore, the personalities in the list were obtained without reference to other sources other than the books examined. To appear in the tables summerizing this information each person must have been discussed in connection with international relations.

TIIV THAT

DISCUSSION OF PERSONALITIES IN THE TEXTBOOKS EXAMINED

| | 0.0 | 48 | 181 | 139 | | 15 | 113 | | E | PERSONALITY |
|-----|-----|------|-----|-----|----|----|-----|----|---|------------------|
| | | 40 | | | | 4 | | | | James G. Blaine |
| | | | | | | 17 | | | | Simon Bolivar |
| 08 | | 10 | | | 4 | 40 | | | | William J. Bryan |
| | | 14 | | | 45 | 10 | | | | Andrew Cernegie |
| 10 | | | | | | | | | 1 | Samuel Compers |
| 001 | * | 1 00 | | 10 | | | | ** | | John HayyaR miot |
| 07 | * | | | 40 | | | | | | Cordell Hull |
| 40 | | | | | | 4 | | | | Intght Morrow |
| | | | | | | | | | | Elihu Root |
| | | | | | | | | | | Conoral Smuta |
| 100 | | | to. | | 44 | | | | | Woodrow Wilson |
| | | | | | | | | | | Andrew D. White |
| | | | | | | | | | | |

TABLE IX

MENTION OF PERSONALITIES WHO PROMOTED ISOLATIONISM OR OPPOSITION
TO THE LEAGUE

| Deposit Tank | 179 | 210 | 110 | 77 A | | xtb | | | 110 | 112.0 | d |
|-------------------|-----|-----|-------|------|------|------|--|------|------|--------|----|
| PERSONALITY | 井上 | #2 | #3 | #4 | #5 | #6 | #1 | #8 | #9 | #10 | % |
| Senator Borah | * | | a com | | | | | L | 46 | | 20 |
| Hiram Johnson | 631 | 0.3 | | cha | 50 | in i | The state of the s | 46 | 3,5 | | 20 |
| Henry Cabot Lodge | * | | ** | | % | | * | 46 | % | doni | 60 |
| Senator Nye*** | in | * | Lin | | LP 8 | 97 | 0.0 | s to | olli | | 10 |
| Senator Wheeler | - | 110 | 1. 10 | | J'h | 3.87 | 0=6 | | 4 | o cons | 10 |
| | | | | | | | | | | | |

Dinkey and Reid separates "In control of spidemior, the

co-operation morks."

and the state of t

The atress here is not so much concerned with the limitation

as to be concerned with wrishings and success.

Among the Stees in the original chock list weres

Walting stream codes

Telephone, telegraph, and wireless

denteriant and trademarks controls

Control of traffic in arch

1/ Franter, Alexander, "Teaching World Citizenships the Ma

Molowy, John Sloan and Reid, Belon Dwight, "Some Implica

International Co-operation." Journal of the American Associ

XI ELEIAT

MINITION OF PERSONALITES WHO PROMOTED ISOLATIONISM OR OPPOSITION

| | | | | | | PERSONALITY |
|-----|--|---|--|--|--|-------------------|
| os | | | | | | Senator Boren |
| | | 0 | | | | Hiram Johnson |
| | | 4 | | | | Henry Gabot Lodge |
| 10 | | | | | | Senator Nyessan |
| 1.0 | | | | | | Senator Wheeler |
| | | | | | | |

IS THERE MENTION OF SUCCESSFUL INTERNATIONAL CO-OPERATION OF THE PAST?

THE question of successful international co-operation in the past may at first seem to be nothing more than a repetition of some other aspects of the problem already considered.

However, the thought is that by considering these problems from this particular viewpoint, some indication of treatment may be disclosed not approached in the points thus far analyized. Alexander Frazier calls attention to successful international co-operation in ending piracy, controlling crime, facilitating communication and transportation, conserving resources, controlling disease, improving labor conditions and social welfare, and protecting minorities. And Dickey and Reid emphasize "In control of epidemics, the delivery of mails, or the location of iceburgs--international co-operation works."

In discussing international organizations reference has already been made to the limited scope of their operations.

The stress here is not so much concerned with the limitations as it is concerned with existence and success.

Among the items in the original check list were:

Marine signal codes
World wights and measures
Telephone, telegraph, and wireless
Patents and trademarks controls
Copywright agreements
Control of traffic in arms
Delivery of mails
Iceburg patrol

^{1/} Frazier, Alexander. "Teaching World Citizenship: the New Realism." Social Education, 10:111-114, March, 1946.

^{2/} Dickey, John Sloan and Reid, Helen Dwight. "Some Implications of International Co-operation." Journal of the American Association of University Women. 38:139, Spring, 1945.

IS THERE MENTION OF SUCCESSFUL INTERNATIONAL CO-OPERATION OF

THE question of successful international co-operation in the peat may at first seem to be nothing more than a repetition of some other sapects of the problem already considered.

However, the thought is that by considering these problems from this particular viewpoint, some indication of treatment may be disclosed not approached in the points thus far analytised. Alexander frazier calls attention to successful international co-operation in ending piracy, controlling orime, facilitating communication and transportation, concrine, facilitating communication and transportation, conditions and social welfere, and protecting minorities. And discovery of mails, or the location of techniques—international co-operation works."

In discussing international organizations reference has already been made to the limited scope of their operations.

The stress here is not so much concerned with the limitations as it is concerned with existence and success.

Among the Items in the origninal check list were;

Marine signal codes
World wights and measures
Telephone, telegraph, and wireless
Patents and trademarks controls
Copywright agreements
Control of traffic in arms
Delivery of mails
Iceburg patrol

^{1/} Frazier, Alexander. "Teaching World Citizenship: the New Realism." Social Education, LO: 111-114, Merch, 1946.

^{2/} Dickey, John Sloam and Heid, Helen Dwight. "Some Implications of International Co-operation." Journal of the American Association of University Women. 38:139, Spring, 1945.

Civil aviation
Piracy
Controlling crime
Communication and Transportation
Conservation
Social welfare
Protection of minorities
Protection of sea cables
Protection of birds useful to agriculture
Control of opium
Radio communication
Health

Most of these items were eliminated from the list because they were not discussed from an international viewpoint. Piracy was mentioned in connection with Tripoli and Opium in connection with China but the emphasis was not generally of a kind to warrant inclusion under the topic of international co-operation. Arbitration was eliminated because it is considered separately.

To this list was added three other items calling for a different type of co-operation--Olympic Games, exchange scholar-ships, and prizes. This was done for purposes of contrast. Since the Nobel Prize was the only one of these items consistently mentioned, a separate table was not made. That item is included with the other points of Table X.

TABLE X

MENTION OF SUCCESSFUL INTERNATIONAL CO-OPERATION OF THE PAST.

| · Venezuele Insolveroy | | 13 | 49 | | | ktbo | | | | | 80 |
|----------------------------------|-----|----|-----|----|-----|------|----|--------|-----|-----|----|
| ITEM | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | #10 | % |
| International Red Cross | 36 | | * | ** | * | 36 | 19 | 1 4 | - | | 50 |
| Trade and commerce | * | * | % | | * | | 46 | * | 45 | 4% | 80 |
| Control of Epidemics and Disease | | | 3 | * | | - 0 | 5% | | 3% | | 30 |
| Conserving Resources | ->% | | 1 2 | | | * | | * | | | 30 |
| Labort Conditions | | 25 | | | | | | | 2,6 | | 20 |
| Nobel Prize | * | | | | 4.5 | * | | offer. | | | 40 |

Givil eviation
Piracy
Controlling crime
Communication and transportation
Social welfere
Protection of minorities
Protection of sea cables
Protection of birds useful to agriculture
Control of opium
Radio communication
Health

Most of these items were eliminated from the list because they were not discussed from an international viewpoint. Piracy was mentioned in connection with Tripoli and Opium in connection with China but the emphasis was not generally of a kind to warrant inclusion under the topic of international co-operation. Arbitration was eliminated because it is considered separately.

To this list was added three other items calling for a different type of co-operation--Olympic Games, exchange scholar-ships, and prizes. This was done for purposes of contrast. Since the Nobel Prize was the only one of these items consistently mentioned, a separate table was not made. That item is included with the other points of Table X.

TABLE X
MENTION OF SUCCESSFUL INTERVATIONAL CO-OFICERTION OF THE PAST.

| _ & | 10 | 8 | olca 27 | | | 23 | | TURK |
|-----|----|---|------------|----|--|----|--|--------------------------|
| | | | | 45 | | 10 | | International Red Cross |
| | * | | 45 | | | * | | Trade and commerce |
| | | | | | | | | Control of Epidemics and |
| | | | | 46 | | | | Conserving Resources |
| 08 | | | | | | | | Labora Conditions |
| | | | | | | | | Mobel Prize |
| | | | | | | | | |

IS THERE DISCUSSION OF INTERVENTION?

THERE is here no attempt to distinguish between the varying kinds of intervention nor to discuss the moral or practical justification of the practice. The table was prepared from a simple check list of events in an attempt to discover the general pattern of treatment. Due to lack of treatment three items were eliminated from the original list: the Magdalena Bay incident, the mild intervention of Sumner Welles in Cuba, and the Allied intervention in Bolshevist Russia. The remaining items are summarized in Table XI.

TABLE XI
DISCUSSION OF INTERVENTION

| | Textbooks #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 % | | | | | | | | | | | | |
|--|--|-----|-----|------|-----|----|-------|-----|-----|-----|-----|--|--|
| ITEM | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | #10 | 1 % | | |
| Platt Amendment | * | -36 | -35 | 36 | 3% | 36 | 5/4 , | * | 4% | 3/4 | 100 | | |
| T. Roosevelt and Panama | 46 | % | 4,5 | * | * | 3% | 3% | šk. | ** | * | 100 | | |
| Nicaraguan Intervention | 46 | * | 38 | 3/4 | 3/4 | * | * | 36 | 46 | 2% | 100 | | |
| The French in Mexico | * | ** | 46 | ** | * | * | * | * | * | 1/4 | 100 | | |
| Venzuela Boundary Dispute | 36 | * | ** | | ** | * | * | 46 | * | | 80 | | |
| Venezuela Insolvency | | % | * | ** | ** | | * | * | | | 60 | | |
| Roosevelt Correlary to the Monroe Doctrine | ** | * | * | -).6 | નુક | 45 | 25 | 95- | 1/4 | * | 100 | | |
| Dollar Diplomacy (by name)- | 岩 | * | | | | | | 海 | % | | 40 | | |
| Domincan Customs | | * | * | | | 36 | ** | * | 36 | * | 70 | | |
| Haitian Intervention | * | * | ** | * | * | * | * | * | 46 | ** | 100 | | |
| Wilson and Mexico | 器 | 1/4 | * | 3/4 | % | * | % | * | * | 验 | 100 | | |
| | | 1 | 1 | | 1 | | | | | 1 | | | |

IS THERE DISCUSSION OF INTERVENTION?

THERE is here no attempt to distinguish between the varying kinds of intervention nor to discuss the morel or practical justification of the practice. The table was prepared from a simple check list of events in an attempt to discover the general pattern of treatment. Due to lack of treatment three Items were eliminated from the original list: the Magdalena May incident, the mild intervention of Summer Welles in Cuba, and the Allied intervention in Bolshevist Russis. The remaining items are summerized in Table XI.

DISCUSSION OF INTERVENTION

| | 0.19 | Bill | | 13 | 04 | CH | | 43 | 12 | 1 | MITI |
|-----|------|------|----|-----|----|----|----|----|----|---|---|
| | | | | | | * | 40 | | | | Plact Amendment |
| 100 | | | | 10- | 45 | | | | | | T. Roosevelt and Penama |
| | | | | | | | - | | | | motinevisini namanasini |
| 100 | | | | | | | | 40 | | | The French in Mexico |
| | | | | | * | | | | | | Ventruola Houndary Intarute- |
| | | | | | | | | | | | VoneviosnI sleuzeneV |
| | 46 | | | | | | | | | | Roosevels Correlary to the Monroe Dontrine |
| | | | 12 | | | | | | | | Dollar Diplomacy (by name)- |
| | | | ** | | | | | | | | Domingen Gustoma |
| 100 | | | 9 | | | | | | | | Haltian Intervention |
| 100 | | 48 | 25 | 10 | 45 | | | | | | Wilson and Maxico |

IS THERE MENTION OF THE MORE IMPORTANT INSTANCES OF ARBITRATION?

THE Hague Convention of 1907 defined arbitration as the settlement of disputes between states by judges of their own choice and on the basis of respect for law. The check list used for this section attempted to include some instances of arbitration as well as some of the more important treaties of arbitration. The list was composed from reference to texts on foreign relations and from suggestions in Edwin M. Borchard's article in the Encyclopedia of the Social Sciences.

TABLE XII MENTION OF ARBITRATION

| ITEM | #1 | #2 | #3 | #4 | | tbo #6 | - | #8 | #9 | #10 | ** |
|--|-----|-------|-----|----|----|-----------|-----|----|----|-----|-----|
| Alabama Claims | 46 | 4 % A | %-X | * | ** | 2/3 | * | ** | % | * | 100 |
| Venezuela Boundary | * | * | 45 | * | * | * | * | ** | * | | 90 |
| Hague Conferences | 48 | * | % | % | ** | * | 26 | * | * | 1 | 90 |
| Permanent Court of Inter- national Justice | * | 46 | 2,6 | * | 45 | * | -36 | ** | ** | *** | 100 |
| Jay Treaty | * | 1/4 | 46 | *k | * | * | 46 | % | * | ** | 100 |
| Alaska Boundary Arbitration | 1 % | | * | % | | | ** | | 验 | % | 60 |
| Bering Sea Arbitration | - % | | | | | ** | | * | | | 30 |
| Root Treaties | | | * | | | * | 45 | * | ** | | 50 |
| Taft-Knox Treaties | | | | | | * | | | * | | 20 |
| Bryan Treaties | | | 4% | | | * | 3% | | * | | 40 |
| (Table Continued) | | | | | | | | | | | |
| 1/ Borchard, Edwin M. "International Arbitration." Encyclopedia of the Social Sciences. New York: Macmillan, 1937. | | | | | | | | | | | |

New York: Macmillan, 1937. of the Social Sciences.

IS THERE MENTION OF THE MORE IMPORTANT INSTANCES OF ARBITRATION?

THE Hague donvention of 1907 defined arbitration as the settlement of disputes between states by judges of their own choice and on the basis of respect for law. The check list used for this section attempted to include some instances of arbitration as well as some of the more important treaties of arbitration. The list was composed from reference to texts on foreign relations and from suggestions in Edwin M. Borchard's article in the Encyclopedia of the Social Sciences.

IIX ELEAT
NOITARTICHA NO NOITHEM

| | OI | | | | | | | | | | |
|--------|----|-----|----|---|-----|-----|---|-----|----|-----|----------------------------|
| 100 | | | | | | | | | | | amis ClaimsAmis Claims |
| | | | | | | | | | | | Venezuela Boundary |
| 06 | | 93- | 14 | | è | Sir | | | | | Hague Conferences |
| | | 40 | | * | | 0 | | | 34 | | Permanent Court of Inter- |
| | | | | | | 100 | | 2 | - | | Jay Treaty |
| 60 | | | | 4 | | | | 0 | | | |
| 30 | | | | | 95 | | | | | | Bering See Arbitration |
| | | | - | | 2 | | | 20- | 1 | | Root Treatles |
| 08 | | | | | Sr. | | 4 | | | | Teft-Mox Treatles |
| | | | | | | | | | | | Tryan Testles |
| | | | | | | | | | | | |
| Longo. | | | ·M | | | | | | | Pie | I/ Soroherd, Edwin M. "Int |

TABLE XII (Continued)

| ITEM | #1 | #2 | #3 | #4 | #5 | | | #8 | | #10 | % |
|---|----|----|----|-----|----|-----|----|----|----|-----|-----|
| Kellogg-Briand Treaties | 3% | % | 36 | * | 46 | 36 | * | * | * | * | 100 |
| Clayton-Bulwer Treaty | % | 46 | * | | * | * | * | * | * | * | 90 |
| Oregon Treaty | * | 36 | * | * | * | 38 | 46 | * | 3% | * | 100 |
| Hay-Paunceforte Treaty | * | * | 46 | ગુર | % | % | * | * | * | * | 100 |
| Pan-American Conference Arbitration Agreements | | | ** | ** | ** | ર્ક | * | * | 35 | નેક | 80 |

2. 多多的特别,在于打仗人

TABLE XII (Continued)

| - Santana | R | #1.0 | 6// | | | | | | 134 | |
|-----------|------|------|-----|--|----|----|-----|--|-----|--|
| | 001 | 45 | | | | ** | | | 16 | seliser busing-nection |
| | 0.6 | * | | | * | 49 | | | | Clayton-Bulwer Treety |
| | 1.00 | # | | | 15 | | | | | Oregon Trenty |
| | 001 | * | | | 15 | | -25 | | | Hay-Paumoeforte Treaty |
| | | 46 | | | | | | | | Pan-American Conference Arbitretion Agreements- |

XII

ARE GLOBAL MAPS USED?

THE illustrative value of maps is self evident. Pamphlets and periodicals use them constantly for the presentation of facts and concepts. The question here considered is whether or not texts utilize maps to illustrate the position of the United States in the modern world. In making this tabulation all the maps in each book were examined.

TABLE XIII

USE OF GLOBAL MAPS . . .

| Description of Map | #1_ | #2 | | xtbo | ok #5 | #6 | #7 | #8 | #9 | #10 |
|---|--------|-------|------|--------|----------|-----------|------|----------------|----|-----|
| Total # of maps of all kinds for all periods in the textbook | 50 | 27 | 72 | 39 | 57 | 43 | 42 | 61 | 60 | 25 |
| Outline Map of the World (End Papers) | 1 | A 10 | | al and | 9 6 | ingh | 000 | | | |
| World Map for Period of Discovery and Exploration (Mercator Projection) | | 1 | 1 | 2 | 2 | 13 52) | 1 | 10000 10000 | 1 | 1 |
| World Map Showing Foreign Investments of U.S | - | 27 | 1 | 1 2 4 | 100 to | | Mar. | | | |
| World Map Showing Possessi of the United States | | 750 | 2020 | 1 | ruped | 33.4 | | | 1 | |
| World Map Showing Modern Scientific and Medical Research | 550 | N. S. | La i | | | | 1 | | | |
| World Map Showing Operation of War of 1812 | ns | ren | - | | | | | | 1 | |
| North Pole Projection Map- | | | 253 | | | | | | | 1 |

NOTE: With the exception of the North Pole Projection Map referred to in the table, all these world maps were of the Mercator Projection or an approximation of that projection. Many texts use maps of the United States and the Pacific area to illustrate the United States as a world power.

ARE GLOBAL MAPS USED?

THE illustrative value of maps is self evident. Pamphlets and periodicals use them constantly for the presentation of facts and concepts. The question here considered is whether or not texts utilize maps to illustrate the position of the United States in the modern world. In meking this tabulation all the maps in each book were examined.

TIIN HIRAT

USE OF GLOBAL MAPS . . .

| Description of Map Total # of maps of all kinds for all periods in the textbook50 27 72 59 57 45 46 60 2 Outline Map of the World (End Papers) | D) | | | | | | thoo | Ter | | Pil . |
|---|----|----|-------------|----|----|----|------|-------|-------|---|
| In the textbook | - | | | 1 | 1 | 1 | 1 | milly | - Sty | Description of Map |
| World Map for Period of Marcator Projection World Map Showing Poreign World Map Showing Possessions Of the United States Satentific and Medical World Map Showing Modern Solentific and Medical World Map Showing Operations Morld Map Showing Operations World Map Showing Operations Of War of 1812 | 2 | 00 | 18 | 42 | 45 | 57 | 68 | 72 | 27 | Total # of maps of all kinds for all periods the textbook |
| Discovery and Exploration (Mercator Projection) World Map Showing Foreign Inventments of U.S World Map Showing Possessions of the United States Scientific and Medical World Map Showing Operations Inventments of U.S 1 1 1 1 1 1 1 1 1 1 1 | - | | | | | | | | | Outline Map of the World (End Papers)1 |
| Threatments of U.S | | 1 | | 1 | | | 8 | 1 | 1 | World Map for Period of Discovery and Exploration (Mercator Projection) |
| World Map Showing Modern Soientific and Medical Morld Map Showing Operations Of War of 1812 | | | | | | - | | I | | World Map Showing Foreign Investments of U.S |
| World Map Showing Operations 1 1 1 1 1 1 1 1 1 1 1 1 1 | | 1 | | | | | 1 | - | | World Map Showing Possessions of the United States |
| SISI TO TEN TO | | | | 1 | | | | | | LEGIDON DIE Glittethe |
| North Pole Projection Mag | - | 1 | - | | | | | | | World Map Showing Operations of War of 1812 |
| | - | - | The same of | | | | | | 1 | North Pole Projection Mag |

NOTE: With the exception of the North Pole Projection Map referred to in the table, all these world maps were of the Mercator Projection or an approximation of that projection. Many texts use maps of the United States and the Pacific aren to Illustrate the United States as a world power.

XIII

CONCLUSIONS

FROM the standpoint of quantity as evidenced by the page count described in Section IV and summarized in Tables II and III, the discussion of foreign and international relationships in the study of United States history seems to share a reasonable proportion of space. 52 pages is the least amount of space devoted to events involving foreign relations before 1900. 114 pages is the greatest amount, and the average space covers 81 pages. For events after 1900 the figures are: least number of pages, 53; most, 129; and average, 87. Or, again in terms of the average, more than twenty five percent of the textbook space devoted to events since 1789 concerns foreign relations or international aspects of our history. This seems especially propitious when "the most widely taught course in history is, of course, United States History. It has been a basic course for many generations of students. Students should learn from United States History to prize the principles of individual dignity, of the inviolability of the human personality, and the essential oneness of mankind that have emerged from this quest, they should understand the saga of a people in quest of a dream. However, the amount of space devoted to a subject is no guaranteee toward achieving any aims. For, "the question of what kind of history children should learn is conditioned by the kind of history they are

^{1/} Taba and Van Til (Editors). Democratic Human Relations. 16th Yearbook of the National Council for the Social Studies. Washington, D.C.: N.C. S.S., 1945. p 98.

CONCLUBIONS

III. the discussion of foreign and international relationships reasonable proportion of space. 52 pages is the least amount of 1900. 114 pages is the greatest amount, and the average space covers 81 pages. For events after 1900 the right es arer least number of pages, 53; mout, 129; and average, 87. Or, again in terms of the average, more than twenty five percent of the relations or international aspects of our bistory. This seems history is, of dourse, United States Mistory. It has been s inamini off to willidefolver of the inmen even Jent brixinam lo saemeno Latineane end bus , villancareq emerged from this quest, they should understand the segs of a people in quest of a dream." However, the amount of apace sims. For, "the question of what kind of history children

Tebs and Van Til (Miltors). Democratic Huran Helstions. Istudies. Istudies. Washington, D.C.: M.C. S.S., 1945. p 98.

capable of learning. In addition, a large amount of space devoted to any subject gives no indication of the content treatment. Many pages may merely indicate volubility on the part of the author. Or it may indicate extended treatment of wars or the inclusion of many insignificant details.

Mention of possible repurcussions in other nations from our national legislation. In most textbooks the racial background of immigration is treated with some detail. Most of the writers emphasize the right of a country to exclude people from its citizenship without mentioning that this exclusion may lead to ill feeling reflected in international policy and propaganda. In this particular analysis but thirty percent of the texts mentioned the California Land Act in the discussions of oriental exclusion. It may be that the importance of this law is minor and must give way to events of relatively greater importance, but it does illustrate the potential effect of state legislation as well as national legislation.

All textbooks seem to discuss the effects of high tariffs on trade and good will, although much of the discussion is concerned with sectionalism, early nullification, protection, revenue, and other aspects of the tariff question as it effects the nation internally. Regarding the international influence of high tariffs, 80% of the texts mention retaliation in connection with the Smoot-Hawley Tariff, and 80% mention reciprocity as a means of alleviating the difficulty of tariff barriers. 60% refer to the difficulty of loan payments under

^{2/} Alilunas, Leo J. "A Review of the Research on the Historical Concepts of American Children." Educational Administration and Supervision. 31:331-344, September, 1945. p 331.

capable of learning." In addition, a large amount of apace devoted to any aubject gives no indication of the content treatment. Many pages may merely indicate volubility on the part of the author. Or it may indicate extended treatment of wers or the inclusion of many insignificant details.

Mention of possible repurcuasions in other nations from our national legislation. In wost textbooks the racial background of immigration is treated with some detail. Most of the writers emphasize the right of a country to exclude people from its officenship without mentioning that this exclusion may lead to ill feeling reflected in international policy and propagands. In this particular analysis but thirty percent of the texts mentioned the Galifornia Lenc Act in the discussions of oriental exclusion. It may be that the importance of this law is minor and must give way to events of relatively greater importance, but it does illustrate the potential effect or state legislation as well as national legislation.

All testbooks seem to discuss the effects of high testiffs on trade and good will, although much of the discussion is concerned with sectionalism, early nullification, protection, revenue, and other aspects of the testiff question as it effects the nation internally. Regarding the international influence of high testiffs, 80% of the texts mention retailstion in connection with the Smoot-Hawley Testiff, and 80% mention reciprotity as a means of alleviating the difficulty of testiff bersieve.

^{2/} Alliunas, Leo J. "A Review of the Research on the Historical Concepts of Auguston Children." Educational Administration and Supervision. 31:331-344, September, 1945. p 331.

high tariffs, while only 10% mentioned the economic encouragement granted by high tariffs to manufacturers in other nations.

Mention of the international agreements and commitments of the United States. The most complete coverage of this factor appears to be in the era of the first Roosevelt. The Monroe Doctrine is also universally discussed, although discussions frequently do not present all the factors contributing to the maintenance of this policy. Our inability to enforce the doctrine in the earlier period is seldom mentioned. The importance of the British navy and the influence of European conditions is not always stressed. And our economic stake in the situation is usually ignored. Discussion of the Open Door Policy follows a similar pattern, with discussions leaning toward emphasis upon our benevolent and altruistic motives rather than on economic factors, to a a degree that might leave the student confused over the nature of the policy itself. Discussion of disarmament and commitments involving the maintenance of peace are covered in a variety of ways, but little effort is made to distinguish between the few effective measures and the many pious and hopeful expressions which lack means of enforcement. The present necessity of revision resulting from the recent conflict offers an opportunity for the rewriting of integrated discussions of our agreements and commitments. There is little point in offering the student an uncritical presentation of internationalism. There is need of a realistic treatment to indicate the distance that must be traveled before any degree of international security is attained.

high terists, while only 10% mentioned the economic encouragement granted by high terists to manufacturers in other nations.

of the United States. The most complete coverage of this .dlevesor farl' eif to ere ed ul ed of ersecus rotosi The Monroe Doctrine is also universally discussed, although discussions frequently do not present all the factors contributing to the maintenance of this policy. Our tability mentioned. The importance of the Hitish navy and the influence Two bit .besseufs syswis for at anoitibnoo maegorus to conomic stake in the situation is usually impored. Discussion of the Open Boor Policy rollows a similar pattern, with a tuend tames one the managest to do desupate . Heat votion ent to of ways, but little effort is made to distinguish between to with the lack means of enforcement. The present necessity of and commitments. There is little point in offering the student an unorthele presentation of internationelian. secondity is attained.

Mention of international organizations in which the United States participates. The mention of international organizations to which the United States belongs is rather meagre. The Permanent Court of International Arbitration and the Pan American Union usually receive the greatest amount of attention. It is not expected that textbooks in general history can devote space to the several organizations to which the United States belongs, but whose field of endeavor is limited and not concerned with matters over which nations sometimes fight. However. the existence of this type of co-operation is worthy of mention in so far as it exists on a larger scale than is generally appreciated. It might, for instance, be profitable to mention that there are at least 109 international organizations of one kind or another with headquarters located in the western hemisphere. The increasing rate of their growth and the fact that they furnish a basis for an elementary type of coeoperation might also be worthy of notice.

Personalities responsible for the promotion and establishment of international organizations. The list used in checking this section is not fully representative. In addition, it contains the name of but one man who was instrumental in policy making during the Second World War. In part this is due to the fact that the books examined were published either prior to the war or in the early years of the war. Consequently the coverage is not too recent. A glance at Table VII reveals the lack of mention of foreigners contributing to the cause of internationalism. In the discussion of the Pan American

Mention of international organizations in which the United States participates. The mention of international organizations to which the United States belongs is rather meagre. The American Union manally receive the greatest amount of attention. It is not expected that textbooks in general history can devote with matters over which nations sometimes right. However, apprediated. It might, for instance, be profitable to mention hemisphere. The increasing rate of their growth and the cosperation might also be worthy of notice.

Personalities responsible for the promotion and establishment of international organizations. The list used in checking
this section is not fully representative. In addition, it contains the name of but one man who was instrumental in policy
making during the Second World War. In part this is due to
the fact that the books examined were published either prior
to the war or in the early years of the war. Consequently
the lack of mention of foreigners contributing to the cause
of internationalism. In the discussion of the Fan American

Union, for instance, only 10% of the books mentioned the contributions of Simon Bolivar. None mentioned the influence of Miranda and San Martin. Many Americans responsible for the founding of the minor type of international organization cannot be mentioned for the same reason these organizations are not allowed to intrude upon limited space. Mention of the men who were instrumental in the defeat of the League of Nations or in the formation of the policy of isolationism is similarly skimpy.

Mention of successful co-operation of the past. The list used in this check represents co-operation of a rather low order. In some respects it reflects the lists used in checking mention of international organizations. It is apparant that the most mention is given to trade and commerce, although it must be admitted that much of this treatment is successful more by implication than by direct reference. Little mention is made of the high degree of co-operation necessary for winning both the First and Second World Wars. Perhaps it may be expected that pages devoted to these wars in newer editions will find space to mention the extent of co-operation attained under duress and necessity.

Discussion of intervention. In contrast to some of the factors also analysed, the discussion of intervention as practiced by the United States is relatively complete. The more important instances of this policy as practiced in Latin America are usually peported. It is true that Dollar Diplomacy is not always mentioned by name and it is also true that there is some failure to mention the antagonisms which

Union, for instance, only 10% of the books mentioned the contributions of Simon Boliver. None mentioned the influence of Miranda and San Herbin. Many Americans responsible for the founding of the minor type of international organization cannot be mentioned for the same reason these organizations are not allowed to intrude upon limited space. Mention of the men who were instrumental in the defeat of the League of Mations or in the formation of the policy of isolationism is similarly aldmpy.

Mention of successful co-operation of the post. The list used in this obeck represents co-operation of a rather low order. In some respects it reflects the lists used in checking mention of international organizations. It is apparent that the most mention is given to trade and commerce, dithough it must be admitted that much of this treatment is successful more by implication than by direct reference. Little mention is made of the high degree of co-operation necessary for winning both the first and Second world Wars. Perhaps it may be expected that pages devoted to these were in newer editions will find space to mention the extent of co-operation steamed

Discussion of intervention. In contrast to some of the factors also analysed, the discussion of intervention as practiced by the United States is relatively complete. The more important instances of this policy as practiced in latin America are usually reported. It is true that Dollar Diplomacy is not always mentioned by name and it is also true that there is some failure to mention the entegonisms which

arose as a result of our policy of intervention. "Conduct of American diplomacy has been a relatively simple matter in the past when policy could be based on the outlook of our nation's decisions from day to day without the necessity of considering the views or interests of the rest of the world." As the necessity for considering the viewpoints of other peoples and nations increases, a more complete treatment of our policies and their results may be expected.

Discussion of arbitration. The discussion of arbitration is another instance in which most of the books give a relatively complete treatment. The emphasis is usually placed upon actual instances of arbitration rather than upon the treaties or agreements under which the arbitration took place. The areas in which these agreements are ineffective are sometimes unmentioned. While technical details cannot be profitably included in general texts, from a realistic viewpoint, stress of weaknesses and strengths seems necessary.

Use of global maps. The use of global maps is almost completely lacking in these textbooks. The only period for which they are consistently used is the period of discovery and exploration. Other instances of their use, all of them isolated, include illustrations of foreign investments, the possessions of the United States, world scientific and medical research, and the operations of the War of 1812. All of these maps are Mercator Projections or a close approximation of that projection. There is no utilization of the orthographic,

^{1/} Dickey and Reid. "Some Implications of International Cooperation." Journal of the American Association of University Women. 38:138, Spring, 1945.

arose as a result of our policy of intervention. "Conduct of American diplomacy has been a relatively simple matter in the past when policy could be based on the outlook of our nation's decisions from day to day without the necessity of considering the views or interests of the rest of the world." As the necessity for considering the viewpoints of other peoples and nations increases, a more complete treatment of our policies and their results may be expected.

Discussion of embitration. The discussion of arbitration is another instance in which most of the books give a relatively complete treatment. The emphasis is usually placed upon actual instances of arbitration rather than upon the treaties or agreements under which the arbitration took place. The areas in which these agreements are ineffective are sometimes unmentioned. While technical details oamed be profitably included in general texts, from a realistic viewpoint, stress or weaknesses and strengths seems necessary.

Use of global maps. The use of global maps is almost completely lacking in these textbooks. The only part od for which they are consistently maed is the period of discovery and exploration. Other instances of their use, all of them isolated, include illustrations of foreign investments, the possessions of the United States, world acientific and medical research, and the operations of the mar of 1812. All of these maps are Mercator Projections or a close approximation of these maps are Mercator Projections or a close approximation of these maps are Mercator Projections or a close approximation of these maps are Mercator Projections or a close approximation of these maps are Mercator Projections or a close approximation of that projection. There is no atilization of the orthographic,

^{1/} Dickey and Reid. "Some Implications of International Cooperation." Journal of the American Association of University Tomen. 38:133, Spring, 1945.

azimuthalequidistant, sinusoidal, Mollweide Homalographic, polar centered azimuthalequidistant, or similar projections. Modern events have increased the importance of portraying the new global relationships. "Summing up the geo-political position of the United States, we must note that it is surrounded geographically by the Eurasian land mass plus the continents of Africa and Australia. In terms of territory, this area is two and one half times the size of the new world; in terms of population, it is ten times the size; and, in terms of energy output, it is approximately equal." Perhaps it is time some of these relationships were illustrated in history texts. Indeed, the use of global maps to illustrate interdependency of essential raw materials, the flow of immigration, cultural heritage, or almost any situation in which we have been involved with another nation, may be recommended.

The newer factors. It did not seem feasible to construct a chart or check list for this discussion in so far as the influence of these factors upon international relations is usually made by implication. It may be assumed that a discussion of air transport in the United States with a map or chart illustrating the diminishing time element in crossing the continent carries some implication of the diminishing time factor in crossing oceans. If this is assumed, the discussion of air transport as a new factor in history is almost complete.

Similarly the influence of radio on commications is also

L / Spykman, Nicholas John. The Geography of the Peace. New York: Harcourt Brace, 1944. p 33.

distributed equidistant, sinusoidal, Mollweide Homelographio, polar centered esimuthalequidistant, or similar projections. Modern events have increased the importance of portraying the new global relationships. Summing up the geo-political position of the United States, we must note that it is surrounded geographically by the Eureaian land mess plus the continents of arrice and australia. In terms of territory, this area is two and one half times the size of the new world; in terms of population, it is ten times the size of the new world; terms of energy output, it is approximately equal. Terhaps it is time some of these relationships were illustrated in interdependency of escential raw materials, the flow of interdependency of escential raw materials, the flow of interdependency of escential raw materials, the flow of amortant and the vent and the polaritors in which we have been involved with another nation, any be recommended.

The newer factors. It did not seem featible to construct
a chart or check list for this discussion in so for as the
influence of these factors upon international relations is
usually made by implication. It may be assumed that a discussion
of air transport in the United States with a map or chart
illustrating the disinishing time element in crossing the continent carries some implication of the diminishing time factor
in crossing oceans. If this is assumed, the discussion of air
transport as a new factor in history is almost complete.
Similarly the influence of radio on commications is also

L Spykman, Micholas John. The Geography of the Pages.

indicated. The discussion accorded repercussion from modern warfare is less extensive and usually appears in connection with "return to normalcy" or treatment of the depression of the thirties. That the economic system is international is usually implied rather than distinctly stated. The movement of opinions, customs, and traditions across boundaries is seldom referred to. It could not be expected that any of these texts would mention atomic power, although it certainly is one of the newer factors implied, perhaps, in the treatment of general scientific advances. More extensive discussions of these implications may appear as the necessity for promoting international understanding increases. "The contemporary social order must collapse if rational social control and the individual's mastery over his own impulses do not keep step with the technological development."

The books analysed. Since we have devoted much attention to the ommissions and shortcomings of the textbooks considered, it is only fair to state that whatever emphasis has been employed in reference to international relations involves no intentional condemnation of these texts. Under present conditions a textbook publisher may not hope to satisfy all demands nor present a text fully adapted to the needs of any one community or group of communities. Considering the amount of facts, concepts, and materials general history texts in United States History must now contain, the remarkable thing is that these textbooks are as good as they are. Furthermore,

^{1/} Mannheim, Karl. Man and Society in an Age of Reconstruction. (Revised). London: Kegan Paul, Trench, Trubner, and Co., Ltd., 1942. p 43.

indicated. The discussion accorded repercussion from modern warfare is less extensive and usually appears in connection with "return to normalcy" or treatment of the degression of the thirties. That the economic system is international is usually implied rather than distinctly stated. The movement of opinions, customs, and traditions scross boundaries is seldom referred to. It could not be expected that any of these texts would mention stomic power, although it certainly is one of the newer factors implied, perhaps, in the treatment of general scientific advances. More extensive discussions promother international understanding increases. "The contractory social order must collapse if rational social contract and the individual's mastery over his own impulses do not keep step with the technological development."

The books analyzed. Since we have devoted much attention to the commissions and shortcomings of the textbooks considered, it is only fair to state that whatever emphasis has been employed in reference to international relations involves no intentional condemnation of these texts. Under present conditions a textbook publisher may not hope to satisfy all demands nor present a text fully adapted to the needs of any one community or group of communities. Considering the amount of facts, concepts, and materials general history texts in United States History must now contain, the remarkable thing is that these textbooks are as good as they are. Furthermore,

L Memmelm, Morl. Man and Society in an Ago of Reconstruction. (Revised). London: Kegan Paul, Trench, Trubner, and Co., Ltd., 1942, p 45.

there has been a consistent tendency toward improvement as evidenced by any comparison of textbooks published over a period of years.

However, it is not intended that these statements be construed as unqualified praise. A book's omission of salient points may constitute serious obstacles to the attainment of some particular objective. It is healthy in the sense that it forces the teacher to utilize materials other than those provided by the text. It is deadly in those instances in which teacher or school system does not allow the introduction of these supplementary materials. For this reason the availability of free and inexpensive supplementary materials is receiving increasing attention. Such materials should be selected with careful reference to the specific aims of the course or unit as well as the general objectives:

"The social studies should be taught mainly for civic purposes, meaning to develop those understandings, attitudes, and resultant behaviors which make for living together well."

Finally, the question of distributing textual information in magazine form might well be investigated. If the financial obstacles are not too great, the periodical issue would have certain advantages. For the textbook format must always lag behind current events. The brief period from August, 1941, to August, 1945, is at point here in the area of international relations. Among recent international conferences could be listed: Augusta conference of August, 1941, from which came the Atlantic Charter; Conference on food and nutrition

^{1/} Mahoney, John J. For Us The Living. New York: Harper, 1945.

there has been a consistent tendency toward improvement as evidenced by any comparison of textbooks published over a period of years.

However, it is not intended that these statements be construed as unqualified praise. A book's omission of salient points may constitute serious obstacles to the statement of some particular objective. It is healthy in the sense that it forces the beacher to utilize materials other than those provided by the text. It is deadly in those instances in which toscher or school system does not allow the introduction of these supplementary materials. For this reason the availability of free and inexpensive supplementary materials is receiving inpressing attention. Such materials should be selected with eareful reference to the specific size of the course on unit as well as the general objectives; after octal studies and resulted mainly for civic purposes, meaning to develop those understandings, attitudes, and resultant behaviors which make for living together well.

Pinelly, the question of distributing textual information in magazine form might well be investigated. If the financial obstacles are not too great, the periodical issue would have cartein advantages. For the textbeck format must always lag behind current events. The brief period from august, 1941, to August, 1845, is at point here in the area of international relations. Among recent international conferences could be listed: Augusta conference of August, 1941, from which came the Atlantic Charter; Conference on food and nutrition came the Atlantic Charter; Conference on food and nutrition

Hoteland II Educate

^{1/} Mahomey, John J. For Us The Mying. New York: Herper, 1945.

at Hot Springs, Virginia, May, 1943; Atlantic City Conference establishing UNRRA, November, 1943; The Teheran Conference of December, 1943; the London Conference on education, April, 1944; the Philadelphia Conference on international labor problems, April, 1944; the economic conference at Bretton Woods, July, 1944; Dumbarton Oaks, August and October, 1944; the civil aviation conference at Chicago, November to December, 1944; the Yalta Conference, February, 1945; the Mexico City Conference of Bebruary-March, 1945, from which issued the Act of Chapultepec; establishment of the United Nations at San Francisco, April-June, 1945; and the Potsdam Declaration of August, 1945. Textbooks cannot hope to keep abreast of these events. But periodical literature can. Textbooks must be wary of close range judgements that might prove to be in error. A periodical may make revisions in each subsequent issue. The periodical form might have the advantage of many author's viewpoints and, presumably, careful editing and revision. Its periodical nature should permit the devotion of more space to unit materials. It could respond more quickly to educational needs as emphasised by current interests and events. And it could included an increased proportion of illustrations and charts to aid the non verbal minded pupil.

Suggestions for further study. Among the questions that have been raised during the preparation of this analysis are the following:

Do history textbooks contain either too much or too little material?

at Hot Springs, Virginia, May, 1943; Atlantic City Conference establishing UMRRA, November, 1943; the Teheran Conference of December, 1943; the London Conference on sducation, April, problems, April, 1944; the economic conference at Bretton loods, July, 1944; Dumberton Cake, August and October, 1944; the civil svistion conference at Unicego, November to December, 1944; the Yalte Conference, Pebruary, 1945; the Mexico City Conference of Rebruary-March, 1945, from which issued the San Brancisco, April-June, 1945; and the Potedem Declaration of August, 1945. Textbooks cannot hope to keep abreast of tress events. But portodical literature can. Textbooks must orrest auditor of the deliver even year lastbotton A . torre to spatneybe end even Jabim mol faciboirec ent . seasi many suthor's viewooln's and, presumably, cereful editing and molfoveb out firmen bluoria equipm Lacibolue aff . mofatver visclus erom buogues bisco JI . Rightedam time of esage erom to and charte to aid the new verbel minded puril.

Suggestions for further study. Among the questions blust have been raised during the preparation of this analysis are the following:

no nistory textbooks contain sither too much or too little

How frequently do schools renew or change textbooks?

What reasonable percentage of the budget may be applied toward the purchase of supplementary materials?

What units in American History would profit most from the introduction of more supplementary material?

What are the different regional requirements in history textbooks? (New England as compared with California, etc.)

What are the advantages and disadvantages of using different basic textbooks within the same system or class?

Under what circumstances may the instructor or class dispense with the dextbook?

Would it be profitable to include more charts and illustrations at the expense of written information?

How frequently do schools renew or change textbooks?

What reasonable percentage of the budget may be applied toward the purchase of supplementary materials?

What units in American History would profit mest from the introduction of more supplementary material?

What are the different regional requirements in history textbooks; (New Angland as compared with California, etc.)

What are the savantages and disadvantages of using threath the same system or class under what observes may the instructor or class thappense with the profitable to include more district and to be profitable to include more district and

- BIBLIOGRAPHY OF TEXTBOOKS ANALYSED, SOURCES OF CHECK LISTS, AND BOOKS RE-FERRED TO IN THE TEXT
- Adams, James Truslow and Vannest, Charles Garret. The Record of America. New York: Scribners, 1942.
- Alilunas, Leo J. "A Review of the Research on the Historical Concepts of American Children." Educational Administration and Supervision. 31:331-344, September, 1945.
- Artz, Frederick B. 1917 and 1941. #14 America in a World at War Series. New York: Farrar and Rinehard, 1941.
- Beard, Charles A. and Beard, Mary K. The Making of American Civilization. New York: Macmillan, 1940.
- Bining, Arthur C. and Bining, David H. Teaching the Social Studies in the Secondary School. New York: McGraw Hill Book Co., 1941.
- Blythe, Irene T. "The Textbooks and the New Discoveries, Emphases, and Viewpoints in American History." Historical Outlook. 28:395-402. December, 1932.
- Board, Joseph Green. Comparison of Current Latin American and United States History Texts. Unpublished thesis, Peabody, 1938.
- Borchard, Edwin M. "International Arbitration." Encyclopedia of the Social Sciences. New York: Macmillan, 1937.
- Bray, Nell Hogan. Fifty Years in the Teaching of History. Unpublished thesis, Peabody, 1938.
- Burns, C. Delisle. "International Agreements." Encyclopedia of the Social Sciences. New York: Macmillan, 1937.
- Campbell, Don W. Effectiveness of Teaching Techniques in In-fluencing Pupil's Attitudes Toward Peace and War. Unpublished thesis, Pennsylvania State College, 1936.
- Canfield, Kenneth Beard. Emphasis on Nationalism in the Writings of American History Texts. Boston University School of Education, unpublished thesis, 1931.
- Carr, Clifford M. An Investigation of the Emphases and Trends in High School American History Texts. Unpublished thesis, Kansas State Teacher's College, Emporia, Kansas, 1938.

9 9 9

- Adems, James Truslow and Vennest, Charles Garret. The Record of America. New York: Scribners, 1942.
- Allumes, Leo J. "A Review of the Research on the Historical Concepts of American Children." Educational Administration and Supervision. 51:351-344, September, 1945.
 - Artz, Frederick H. 1917 and 1941. #14 America in a World at War Series and Minchart, 1941.
 - Beard, Charles A. and Beard, Mary M. The Making of American
 - Huing, Artmur C. and Bining, David H. Teaching the Bockal Studios in the Secondary School. New York: McGraw Hill Book Co., 1941.
 - Hythe, Irene T. "The Textbooks and the New Discoveries, Exphases, and Viewpoints in American History." Historical Outlook. 28:335-408, December, 1932.
 - Board, Joseph Green. Comparison of Current Latin American and United States History rexts. Unpublished thesis, Peabody, 1958.
 - Boronard, Edwin M. "International Arbitration." Encyclopedia of the Social Sciences. New York: Macmillan, 1857.
 - Hear, Hell Hogan. Fifty Years in the Teaching of History. Unpublished thesis, Feabody, 1938.
 - Burns, C. Delisle. "International Agreements." Moyalopedia of the Social Sciences. New York: Manualitan, 1957.
 - Compbell, Don W. Effectiveness of Teaching Techniques in In-Fluencing Funil's Attitudes Toward Poace and Wer. Unpublished thesis, Fernsylvania State College, 1935.
- Cantield, Mennoth Beard. Emphasis on Mationalism in the Writings To Local American University School of Education, unpublished thesis, 1931.
 - Carr, Citfford M. An investigation of the Emphases and Trends
 in High School American Matory Texts. Unpublished thesis,
 Kansas State Teacher's College, Emports, Lansas, 1958.

- Carter, Thrya. "Racial Elements in American History Textbooks."

 Historical Outlook. 22:256-261, April, 1931.
- Cherrington, B. M. Methods of Education in International Attitudes. Contributions to Education #595. New York: Teacher's College, Columbia, 1934.
- Childs, Marquis W. and Stone, William T. Toward a Dynamic America. New York: Foreign Policy Association, 1941.
- Clark, Marion G. "The Engineering of Problem Solving." Education. 43:201-207, December, 1932.
- Committee on International Relations. "Organizations Interested in International Relations." National Education Research Bulletin. 17. September, 1939.
- Coulter, Helen Marie. The Treatment of the World War in 13
 Selected History Textbooks. Unpublished thesis, Smith
 College, May, 1940.
- Dickey, John Sloan and Reid, Helen Dwight. "Some Implications of International Co-operation." Journal of the American Association of University Women. 38:138-139, Spring, 1945.
- Droba, D.D. "A Scale of Milatarism-Pacificism." Journal of Educational Psychology. 31:206-208, 1930.
- Faulkner and Kepner. America: It's History and People. New York: Harper, 1942.
- Fish, Carl Russell. American Diplomacy. New York: Henry Holt, 1929.
- Fisher, Edgar J. "The Present Challenge to Increase Intercultural Activity."

 Registrars. Journal of the American Association of Collegiate 20:11-12, October, 1944.
- Floyd, Oliver R. "Overlapping Between the Senior High School Courses in Problems of Democracy and American History."
 Historical Outlook. 28:296-302. October, 1932.
- Frank, Mildred Helena. Education for International Good Will.
 Unpublished thesis, Boston University School of Education,
 1937.
- Frazier, Alexander. "Teaching World Citizenship: The New Realism."
 Social Education. 10:111-114, March, 1946.
- Freeman, M. The Story of Our Republic. Philadelphia: Davis, 1938.
- Fry, Varian. Bricks Without Mortar. New York: Foreign Policy Association, 1941.

- Carter, Thrys. "Racial Elements in American History Tenthooks."
 Historical Outlook. 22:256-261, April, 1931.
 - Cherrington, B. M. Methods of Education in International Attitudes. Contributions to Education #555. New York: Tescheris Columbia, 1954.
 - Childs, Marquis W. and Stone, William T. Toward a Dynamic America. New York; Foreign Policy Association, 1941.
- Clark, Marion G. "The Engineering of Problem Solving." Education 45:801-207, December, 1952.
 - Committee on International Relations. "Organizations Interested in International Helations." National Education Research Bulletin. 17. Septermber, 1939.
 - Coulter, Holon Merie. The Treatment of the World War in 13 Belocted Mistory Textbooks. (hopblished theals, Smith
 - Dickey, Join Sloan and Meid, Relen Dwight. "Some Implications of Internations" Journal of the American Association of University Toman. 58:158-159, Spring, 1945.
 - no Languot ".msisitions-mainstafill to elses A" .U.G., adomi
 - Faulkner and Kepner. America: It's History and People. New Yorks
 - Plan, Carl Russell. American Mullomacy. New York: Henry Holt,
 - Pisher, Edgar J. The Present Challenge to Increase Intercultural Activity." Journal of the American Association of Collegists. Registrars. 20:11-12, October, 1944.
 - Floyd, Oliver H. "Overlopping Between the Senior High School Gournes in Problems of Democracy and American History."
 Historical Outlook. 28:230-302. October, 1832.
 - Frenk, Wildred Helons. Education for Intermetional Good Will. Unpublished thesis, Boston University School of Education, 1957.
 - Francer, Alexander. "Toaching world OftHismonip: The New Realism."
 Soois Housettes. 10:111-114, March, 1946.
 - Present. N. The Story of Our Republic. Philadelphia: Davis,
 - Fry, Varian. Estein Michoun Morber. New York: Foreign Policy Annociation, 1941.

- Goetz, Delia and Fry, Varian. The Good Neighbors. Headline Book #17. New York: Foreign Policy Association, 1942.
- Golub, Jay and Swahn, Alfred P. "Do American History Students Change Attitude after One Terms Work?" Historical Outlook. 24:25-28, July, 1933.
- Guitteau, William Backus. The History of the United States. Boston: Houghton Mifflin, 1942.
- Hamm, Bourne, and Benton. A Unit History of the United States.
 New York: Heath, 1932.
- Harlow, Ralph Volney. The Growth of the United States (Revised). New York: Holt, 1932.
- Harlow, Ralph Volney. Story of America. (Revised). New York: Holt, 1941.
- Hawkes, Lindquist, and Mann (Editors). The Construction and Use of Achievement Examinations. Boston: Houghton Mifflin, 1936.
- Hendershot, John B. Better International Relationships through the Teaching of Geography. Unpublished thesis, Boston University School of Education, 1933.
- Hockett, Homer Carey. Political and Social Growth of the the United States (1492-1852). New York: Macmillan, 1934.
- Hocking, William Ernest. The Spirit of World Politics. New York: Macmillan, 1932.
- Jernegan, Marcus Wilson, Carlson, Harry Ellsworth, and Ross, A. Clayton. Growth of the American People. New York: Longman's, 1938.
- Kandel, I.C. and Whipple, Guy Montrose (Editors). International Understanding through the Public School Curriculum. 36th Yearbook of the National Society for the Study of Education. Bloomington, Ill.: School Publishing Co., 1937.
- Kirk, Grayson. The Monroe Doctrine Today. #7, America in a World at War. New York: Farrar and Rinehart, 1941.
- Mack, A. Russel. Massachusetts' Survey of Secondary Schools.
 Boston, Office of the Supervisor of Secondary Education,
 Department of Education.

- Goetz, Delia and Fry, Varian. The Good Neighbors. Headline Book #17. New York: Foreign Policy Association, 1962.
- Golub, Jay and Swahn, Alfred P. "Do American History Students Change Attitude after One Terms Works" Historical Outlook. 24:25-28, July, 1953.
 - Guitteau, William Eachus. The History of the United States. Boston: Houghton Wilflian, 1942.
- Haram, Hourne, and Benton. A Unit History of the United States.
- Harlow, Halph Volney. The Growth of the United States (Ravised).
 - Harlow, Ralph Volney. Story of America. (Revised). New York:
- Hawkes, Lindquist, and Menn (Editors). The Construction and Use of Achievement Examinations. Boston: Houghton Miffilm, 1935.
- Hendershot, John B. Better International Relationships through the Teaching of Geography. Unpublished thesis, Roston University School of Muncation, 1855.
- Hockett, Homer Carey. Political and Social Growth of the the the United States (1492-1858). New York; Macmillan, 1854.
- Hocking, William Ernest. The Spirit of World Politics. New Yorks
 - Jernegan, Marous Wilson, Carlson, Harry Ellsworth, and Ross, A. Olsyton. Gwowth of the American People. New Yorks Longman's, 1978.
 - Kendel, I.C. and Whipple, Guy Montrose (Editors). International Understanding through the Public School Curriculum. 56th
 Yearbook of the National Scalety for the Study of Education.
 Bloomington, Ill.: School Publishing Co., 1937.
 - Mirk, Grayson. The Monroe Doc.rine Today. #7, Americe in g. World at War. New York: Marrar and Ainshart, 1941.
 - Mack, A. Russel. Massaciniseits Eurvey of Secondary Schools.
 Poston, Office of the Supervisor of Secondary Saucation,
 Department of Education.

- MacIver, R.M. "The Trend to Internationalism." Encyclopedia of the Social Sciences. New York: Macmillan, 1937.
- Mahoney, John J. For Us The Living. New York: Harper, 1945.
- Malone, Thomas J. "History Texts and American-Canadian Amity."

 <u>Historical Outlook</u>. 23:373-377, October, 1932.
- Mander, Engle, and Harrison (Editors). International Democracy. New York: Macmillan, 1945.
- Mannheim, Karl. Man and Society in an Age of Reconstruction. London: Kegan Paul, Trench, Trubner and Co., Ltd., 1942.
- Masters, Ruth D. Handbook of International Organizations in the Americas. Washington, D.C. & Carnegie Endowment for International Peace, 1945.
- Muzzey, David Saville. A History of Our Country. Boston: Ginn and Co., 1936.
- Neuman, G.B. A Study of International Attitudes of High School Students. Contributions to Education #239. New York: Teacher's College, Columbia, 1926.
- Nevins, Allen, and Hacker, Louis M. The United States and Its Place in World Affairs. Boston: Heath, 1943.
- Orlie, Clem and Ellis, W.J. "The Comparative Space Given by Sixteen Recently Published American History Textbooks to the Different Periods of Our History." Historical Outlook. 24:459-461, December, 1933.
- Peterson, R.C. and Thurstone, L. L. "Effect of a Motion Picture Film on Children's Attitudes Toward the Germans." Journal of Educational Psychology. 23:241-246, April, 1932.
- Pierce, Bessie Louise. Civic Attitudes in American School Textbooks. Chicago: University of Chicago Press, 1930.
- Rashkis and Mittelman. "Teaching Brotherhood at Public School 37, Manhattan." Elementary English Review. 21:251, Nov., 1944.
- Schlesinger, Arthur Meier. Political and Social Growth of the United States (1852-1933). New York: Macmillan, 1934.

- MacIver, H.M. "The Trend to Internationalism." Incyclopedia
- Mahoney, John J. Ror Us The Living. New York: Harper, 1945.
- Malone, whomas J. "History Texts and American-Canadian Amity."
 Historical Outlook. 25:575-577, October, 1932.
- Mander, Engle, and Harrison (1881 tors). International Democracy.
 - Hennheim, Karl. Man and Society in an Age of Reconstruction.
 London; Kegan Paul, Trench, Trumer and Co., Ltd., 1947.
- Mesters, Ruth D. Handbook of International Organizations in the Landbound for In-
 - Mussey, David Saville. A History of Our Country. Boston:
 - Neuman, G.B. A Study of International Attitudes of High School Students. Contributions to Education 4238. New York: Teacher's Columbia, 1920.
 - Nevins, Allen, and Haster, Louis M. The United States and Ita
 - Orlis, Clem and Ellis, W.J. "The Comparative Space Civen by Sixteen Recently Published American History Textbooks to the Different Seriods of Our History." Historical Outlook. 24:459-451, December, 1933.
 - Peterson, R.C. and Thurstone, L. L. "Effect of a Motion Picture Pilm on Galldren's Attitudes Toward the Germans." Journal of Educational Psychology. 23:241-245, April, 1932.
 - Plerce, mensie Louise. Civic Attitudes in American School Textbooks. Chicago: University of Chicago Frenz, 1930.
- Rashkis and Nitelann." Themoning Excitoring at Public School
 - Soblesinger, Arthur Heler, Political and Social Growth of the United States (1852-1953). New ork: Macmillan, 1956.

- Schmeckebier, Lawrence F. International Organizations in which the United States Participates. Washington, D.C.: Brookings Institute, 1935.
- Scott, Jonathan French. The Menace of Nationalism in Education.
 London: George Allen and Unwin, Ltd., 1926.
- Spykman, Nicholas John. The Geography of the Peace. New York: Harcourt Brace, 1944.
- Stoker, Spencer. The Schools and International Understanding. Chapel Hill: University of North Carolina Press, 1933.
- Studebaker, John W. "Problems of Post-War Education." Education for Victory. 3:1, July 3, 1944.
- Taba and Van Til (Editors). Democratic Human Relations. 16th Yearbook of the National Council for Social Studies. Washington, D.C.: N.C.SS., 1945.
- Warburg, James P. The Isolationist Illusion and World Peace.
 #11 America in a World at War. New York: Farrar and
 Rinehart, 1941
- Watters, Hilda M. International Relations for Secondary Schools. Washington, D.C.: National Council for the Social Studies, 1944.
- Webb, Walter Prescott. "Are there Prime Factors in History%"
 Historical Outlook. 21:213-217, May, 1930
- Wilson, Francis G. "International Labor Organization."

 Encyclopedia of the Social Sciences. New York: Macmillan,

 1937.
- Wright, Quincy. "Population Trends and International Relations."

 Compass of the World. New York: Macmillan, 1944.
- Yarbrough, William Henry and Bru er, Clarence Vernon and Hancox,
 Herbert French. A History of the Unit ed States for High
 Schools. Chicago: Laidlow, 1943.

- Sommodiabler, Lawrence F. International Organizations in which the United States Participates. Washington, D.C.; Brookings
- Scott, Jonathan French. The Menace of Mationellam in Education.
 London: George Allen and Unwin, Ltd., 1926.
- Spyknan, Micholas John. The Geography of the Pence. New Yorks
- Stoker, Spencer. The Schools and International Understanding. Chapel Hill: University of Morth Caroline Fress, 1935.
- Studebaker, John W. "Problems of Post-War Education." Education
 - Tabe and Van VII (Editors). Democratic Human Relations. 16th
 - Warburg, James P. The Isolationist Illusion and World Peace.
- Watters, Milds M. International Relations for Secondary Schools.
 - webb, walter Prescott. "Are there Frime Pactors in Hatery?"
 - Wilson, Francis U. "Intermetional Labor Organization."

 Encyclopedia of the Social Sciences. New York: Macmillan,
- Wright, Ondacy. "Population Trands and International Heletions."
 Compass of the Horld. New York: Macmillan, 1864.
- Variation ph. William Henry and Hru er, Clerence Vernon and Hencox, Herbert French. A Mirtory of the Unit ed States for Harb Schools. Chicago: Inidiam, 1943.

APPENDIX A

A LIST

OF SOCIAL STUDIES SUBJECTS STUDIED IN HIGH SCHOOLS OF

MASSACHUSETTS 1944-45

(From the Survey conducted by the Supervisor of Secondary Education, Department of Education, Boston, Massachusetts)

\$\text{\$\texitt{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{

American Government
American Government and Problems of Democracy
American History
American History and Civics
American History and Civics (Co-operative Class)
American Life and Government
Americas, The
America Today
Ancient and Medieval History
Ancient History

Building Civilization

Civics
Commercial Geography
Commercial Geography and Salesmanship
Commercial History
Commercial Law and Economics
Community Civics
Community Civics and Occupations
Consumer Education
Consumer Education and Civics
Sonsumer Science
Contemporary Civilization
Current Affairs
Current Events
Current History
Current Problems

Democratic Techniques Development of the Americas

Economic Education
Economic Geography
Economic Geography of Massachusetts
Economics
Economics and Civic Problems
Economics and Geography
Economics and Law
Elementary Economics
English History
European History since 1700

A LIST

OF SOCIAL STUDIES SUBJECTS STUDIED IN HIGH SCHOOLS OF

MASSACHUSETTS 1944-45

(From the Survey conducted by the Supervisor of Secondary Education, Department of Education, Boston, Massachusetts)

American Government and Problems of Democracy
American History and Civica
American History and Civica (Co-operative Class)
American Life and Government
American, The
American, The
American, The
American, Today
American Today
American tend Medieval History
Ancient End Medieval History

Building Civilisation

Givies
Commercial Geography and Salesmanship
Commercial History
Commercial Lew and Economics
Community Civies
Consumer Education
Consumer Education
Consumer Education and Civics
Consumer Science
Contemporary Civiliastion
Current Affairs
Current History
Current History
Current Froblems

Democratic Techniques Development of the Americas

Economic Education
Economic Geography
Economic Geography of Massachusetts
Economics
Economics and Givic Problems
Economics and Geography
Economics and Law
Elementary Economics
English History
European History
European History

Family Relationships
Far East, The
Fundamental Social Studies

General History Geography Global Geography Government Guidance

High School Geography
History II
History of Civilization
History of Commerce
History of Latin America, Far East, and Canada
History of Our Times
Human Relations I
Human Relations II
Human Relationship

Industrial Geography
Industrial History
Industrial History and Civics
Industrial History since 1700
International Relations

Latin America
Latin America and Europe since 1700
Latin America and the Far East
Latin American History
Latin American Relations
Life Adjustment

Medieval and Modern History
Medieval History
Modern European History
Modern History
Modern Notions
Modern Problems

New England

Orientation

Personal and Social Adjustment
Physical Geography
Pre-Induction
Pre-Induction History
Problems of Democracy
Problems of Democracy and Economics
Problems of Democracy, Economics, and Sociology
Problems of Vocational Adjustment

Far Rest, The Fundamental Social Studies

General History Geography Global Geography Government Guldance

High School Geography
History of Civilisation
History of Commerce
History of Commerce
History of Latin America, Far East, and Canada
History of Our Times
Human Relations I

vidactelal deography
Industrial History and Civics
Industrial History and Civics
Industrial History since 1700
International Reletions

Latin America and Europe since 1700 Latin America and the Par East Latin American History Latin American Helations

violeti miebom bne lavelbem Medieve lavelbem violeti miebom miebom violeti miebom mebom mebom miebom miebom miebom miebom

hear England

nollainela0

Personal and Social Adjustment
Pre-Induction
Problems of Democracy and Economics
Problems of Democracy and Economics
Problems of Democracy, Economics and Sociology
Problems of Democracy, Economics and Sociology
Problems of Vocational Adjustment

Social Adaptation Social and Economic Adjustment Social Customs Social Economics Social Geography Social Guidance Social Living Social Problems Social Relations Social Psychology Social Science

Social Science and Community Civics

Social Studies Sociology

Sociology and Man's Progress
Sociology and Senior Social Studies

United States History with Problems of Bemocracy

Socioolgy and Vocations
Story of Our Neighbors

United States History
United States History I and II United States History and Civics
United States Industry
United States History and Civics (with benchwork) United States History and Government United States History and Problems of Democracy United States History and Civics with Economics

Vocational Civics Vocational Social Science Vocational Social Studies
Vocations Vocations

War History
World Geography
World History and Latin America
World History with Ancient History World Problems

Social Adaptation
Social and Aconomic Adjustment
Social Gustoms
Social Geography
Social Guidance
Social Froblems
Social Froblems
Social Fsychology
Social Science
Social Studies
Social Studies
Sociology and Man's Frogress
Sociology and Jenior Social Studies
Sociology and Vocations

United States History I and II
United States History and Civics
United States Industry
United States History and Civics (with benchwork)
United States History and Civics (with benchwork)
United States History and Problems of Democracy
United States History and Problems of Democracy
United States History and Civics with Economics
United States History with Problems of Democracy
United States History with Problems of Democracy

Vocational Civics
Vocational Social Sculies
Vocational Social Sculies
Vocations

War History
World History
World History and Latin America
World History with Ancient History
World Froblems

하다 하나 아들이 다음이 한다 가를 하는데

APPENDIX B

THE NUMBER OF HIGH SCHOOLS OFFERING PARTICULAR SOCIAL SCIENCE SUBJECTS TOGETHER WITH THE NUMBER OF PUPILS TAKING SUBJECT IN THE HIGH SCHOOLS OF MASSACHUSETTS IN THE 1944-45 SCHOOL YEAR.

(From the Survey conducted by the Supervisor of Secondary Education, Bepartment of Education, Boston, Massachusetts.)

| SUBJECT | NUMBER OF HIGH SCHOOLS OFFERING | PU | MBER OF PILS KING |
|-----------------------------------|---------------------------------------|-----------------------|-------------------------|
| | SUBJECT | Control of the second | BJECT |
| American Governmant | 1 | | 52 |
| American Government and Problems | | | 02 |
| Democracy | | | 426 |
| American History | 1 | | 33 |
| American History and Civics | 1 | | 76 |
| American History and Civics | | | |
| (Co-operative Class) | 1 | | 70 |
| American Life and Government | | | 150 |
| Americas, The | | | 84 |
| America Today | l | | 103 |
| Ancient and Medieval History | | | 546 |
| Ancient History | 83 | 5 | ,172 |
| Building Civilization | 1 | | 20 |
| Civics | 4 | m | 239 |
| Commercial Geography | | | ,689 |
| Commercial Geography and Salesman | nship l | | 24 |
| Commercial History | | | 167 |
| Commercial Law and Economics | | | 180 |
| Community Civics | 135 | 10 | |
| Community Civics and Occupations | | | 22 |
| Consumer Education | 17 | | 462 |
| Consumer Education and Civics | | | 70 |
| consumer Science | | | 20 |
| Contemporary Civilization | | | 304 |
| current Affairs | | | 61 |
| urrent Events | | | 378 |
| urrent History | | | 62 |
| Current Problems | 1 | | 8 |
| Democratic Techniques | 1 | | 10 |
| Development of the Americas | 1 | | 76 |
| Conomic Education | | | 467 |
| Economic Geography | 12 | | 856 |
| Conomic Geography of Mass | 1 | | 89 |
| Conomics | 106 | 3 | ,831 |
| Economic and Civic Problems | 1 | | 81 |

THE NUMBER OF HIGH SCHOOLS OFFERING PARTICULAR SOCIAL SCIENCE SUBJECT IN THE HIGH SCHOOLS OF MASSACHUSETTS IN THE 1944-45 SCHOOL YEAR.

(From the Survey conducted by the Supervisor of Secondary Education, Department of Education, Boston, Massachusette.)

| 1 | EO HERMU | | K. |
|---|----------|--|--|
| | DELLA | TON SCHOOLS P | |
| | AKING | | W UNI UNI U |
| | TORLEU | 2 TORTAU | |
| | | | |
| | 52 | | American Government |
| | | | o smeldoug bus frammanapal mantroms |
| | 426 | manufacture and the same of th | Democraciona |
| | 33 | and the same and t | Amonton History |
| | | | American History and Civios |
| | 970 | | American History and Civica |
| | 150 | , | (Co-operative Class) |
| | | | American Life and Government |
| | | | Americas, The |
| | 546 | | America Today Hatory |
| | 5,172 | | |
| | | | Anolent History |
| | | l | Bollding Civilisation |
| | 000 | | |
| | 259 | A | Clv108 |
| | 249 | | Comment of Captures VIII |
| | 167 | management digi | Commercial Georgaphy and Salesman |
| | 180 | | Commercial Hatory |
| | | | Commercial Law and Economics |
| | SS | 1 | Community Clvics |
| | 462 | | Community Civics and Occupations- |
| | 70 | | the first of the second of the |
| | 08 | luminositudes | |
| | 304 | the set and and the set of the se | HARLICE WORKSHOP THE THE PROPERTY OF THE PARTY OF THE PAR |
| | 61 | The same of the same of the same of | |
| | 378 | the case and the part and the case and the same and the first the case and the | Strangt and a second |
| | 88 | Manual Ma | Summer III at 17 Warmen and 1 the summer |
| | | | Current Problems |
| | 10 | | |
| | 76 | | Democratic Techniques |
| | | The state of the s | Development of the Americas |
| | | | Roomonic Education |
| | 856 | | Economic Education |
| | 68 | were I have a series as a series as a series | |
| | 3,831 | | THE RESERVE THE PROPERTY OF TH |
| | 81 | | Economic and Civic Problems |
| | | | The state of the s |

| SUBJECT | NUMBER OF HIGH SCHOOLS OFFERING SUBJECT | NUMBER OF PUPILS TAKING SUBJECT |
|--|--|--|
| Economics and Geography | 1 | 7 |
| Economics and Law | | 179 |
| Elementary Economics | 1 | 28 |
| English History | 7 | 286 |
| European History | | 68 |
| European History since 1700 | 48 | 2,641 |
| Family Relationships | | 43 |
| Far East, The | 1 | 18 |
| Fundamental Social Studies | | 105 |
| General History | 2 | 100 |
| Geography | 4 | 259 |
| Global Geography | 7 | 442 |
| Government | 2 | 25 |
| Guidance | 3 | 159 |
| High School Geography | 1 | 15 |
| History II | | 17 |
| History of Civilization | 2 | 106 |
| History of Commerce | - L | |
| History of Latin America, Far E and Canada | | 37 |
| History to About 1700 | | |
| History of Our Times | | |
| Human Relations I | | |
| Human Relations II | | |
| Human Relaionship | | |
| Industrial Geography | 6 | 724 |
| Industrial History | | |
| Industrial History and Civics | | |
| Industrial History since 1700 | | |
| International Relations | | |
| Latin America | | |
| Latin America and Europe since | The state of the s | |
| Latin America and the Far East- | | |
| Latin American History | | 255 |
| Latin American Relations | | |
| Life Adjustment | | 15 |
| Medieval and Modern History | 51 | 2.550 |
| Medieval History | 2 | 49 |
| Modern European History | | |
| Modern History | | |
| Modern Notions | 1 | 14 |
| Modern Problems | | |
| New England | | 16 |

| THE BER OF | IR OF RO | REMOUN |
|--------------------|--|--|
| BILLS | SCHOOLS | BUBJECT HIGH |
| | | OFFE |
| TONTE | | |
| And in contrast of | | |
| P | 1 | THE THE PARTY OF THE PARTY OF |
| 571 | 1 | Economics and Geography |
| 88 | | Economics and Law |
| | Lancon a con | Elementary Economics |
| 286 | | English History |
| 88 | 2 | European History |
| 2,641 | | European History since 1700 |
| | | |
| 43. | | Pamily Relationships |
| 18 | 1 | Par East, The |
| 105 | 1 | Fundamental Social Studies |
| | | |
| 100 | | was a series of the series of |
| | 4 | General History |
| 442 | | Geography |
| | | Global Geography |
| 25 | w | Government |
| agT | 8 | Guidance |
| ~ * | | |
| 15 | 1 | High School Geography |
| 1.7 | 1 | History II |
| 106 | 2 | noldsatilivin to wrotalk |
| 40 | | History of Commerce |
| | | History of Letin Americe, Fer Best, |
| 37 | Laconomical | Course of Contrant High to Annall |
| 144.1 | 59 | and Canada |
| 554 | laner | |
| 105 | | History of Our Times |
| 105 | 1 | Homes Helatles and the Homes |
| 61 | | Human Relations are |
| 20 | | Hunen Relatonship |
| 724 | | |
| | | Industrial Geography |
| 16 | 1 | VIOJEIN PARTERIAL |
| 218 | 1 | Civio bas vyoteli largarian |
| | 1 | Industrial History since 1700 |
| 45 | 2 | International Relations |
| | | Additional Application of the second services |
| | 1 | Latin America |
| | | -0071 annis parate to 1700- |
| 54 | | Latin America and Europe since 1700- |
| | Annennennen | Lettn America and the Fer Rest |
| | 1 | Latin American Mistory |
| 15 | 1 | THE PARTY OF THE P |
| | | Life Adjustment |
| 2,550 | | |
| 49 | 5] | Medieval and Modern History |
| | 2 | The same and the same of the s |
| 169 | | THE PERSON NAMED IN THE PERSON OF THE PERSON NAMED IN THE PERSON N |
| 2,205 | | The second secon |
| | Laurence | The same of the sa |
| 28 | I | |
| | | Motern Frotlems |
| 16 | 1 | No. 119 Per Cal |
| | | New England |
| | | |

eschool did not report number of pupils taking subject.

| SUBJECT | NUMBER OF HIGH SCHOOLS OFFERING SUBJECT | NUMBER OF PUPILS TAKING SUBJECT |
|---|--|---|
| Orientation | 3 | . 126 |
| Personal and Social Adjustments-Physical Geography | 2 | 145 60 6 6,762 |
| Sociology | 1 | |
| Social Adaptation | 1 | 153 41 76 39 11 26 10 9 10 236 32 171 739 98 13 |
| United States History I and II United States History I and Civics United States History and Civics United States Industry United States History and Civics (with benchwork) | 1 | 374 30,262 ** |
| United States History and Government United States History and Problem of Democracy | ms 1 | |
| United States History, Civics, and Economics | | 119 |
| Problems of Democracy | | . 97 |

| - | OTTO LOT | | THE PARTY OF THE P | - |
|---|----------|--|--|------|
| | REEMUN | | | |
| | STIANS | | | |
| | DULLING | | | |
| | NUBTEC | TOE | SUBJ | |
| | | | | |
| | | Same | Lentstiones | |
| | | | | |
| | 12 | | raonal and Social Adjustments | |
| | 145 | | | |
| | | | ysical Geography | |
| | 09 | Sammer a commence | | |
| | 9 | Lancourant | e-Induction History | |
| | 8,762 | | f to Democracy | |
| | | S | oblems of Democracy and Rechomics- | |
| | | | oblems of Democracy, Economics, and | |
| | | 1 | Socioloxy | |
| | 878 | | oblems of Vocational Adjustment | |
| | | The state of the s | Trans en fine Tanola sont to sublet | |
| | | | | |
| | | | cial Adaptation | |
| | | | dramate adjustments bus into | |
| | To | 1 | otal Guatoms Guatoms fato | 80 |
| | 76 | Same | cial Roomonics | |
| | | II | clal deography | |
| | 11 | 1 | otal Gutdance | |
| | 86 | 1 | nalvid fato | |
| | | | | |
| | | | | |
| | | lamanananana | assessment and Into | |
| | | | olel Psychology | |
| | | | cial Science | |
| | | 1 | -solvio vilmumnoo bas eonelos Isto | |
| | | Sermenes | sethuez Islo | |
| | | | | |
| | | Learnessen | ciology and Man's Progress | |
| | | 1 | | |
| | | | | |
| | | | Enoligeov bus vgololo | |
| | | | our Nelgiblora | |
| | | | | |
| | 5,635 | AS | States History Shedi | |
| | | 1 | tted States History I and II | |
| | 308,08 | | 1ted States History and Civica | |
| | | | TWoubbI seted B bed! | |
| | | | Ited States History and Civics | |
| | 178 | landananan | (Nichmoned dity) | |
| | 113 | S | | |
| | | | | |
| | | lanananananan | | |
| | | Teamer | The state of the s | |
| | one | | the Bolvio . vaodalH cedath beti | |
| | 611 | 1 | | |
| | | | ited States History, Civics, with | ritt |
| | | 2 | Problems of Democracy | |
| | | | | |
| | | | | |

elected did not report the number of pupils taking subject.

| SUBJECT | NUMBER OF HIGH SCHOOLS OFFERING SUBJECT | PU TA | MBER OF PILS KING BJECT |
|---------------------------------|--|----------|----------------------------------|
| Vocational Civics | 1 | | 57 |
| Vocational Social Science | 1 | | 119 |
| Vocational Social Studies | 1 | | 132 |
| Vocations | l | | 39 |
| Nar History | 1 | | 17 |
| Norld Geography | 8 | | 714 |
| World History | | | 6,957 |
| World History and Latin America | | | 34 |
| Vorld History with Ancient Hist | | | 15 |
| World Problems | 2 | | 70 |

| UMBER OF UPILS WALKE UBJECT | OFFERING P | TORTHUR |
|--------------------------------------|---------------------|---|
| 57 119 132 132 39 | ivica | Vocational S |
| 17 714 6,957 54 15 10 | y sud Letin America | World History World History World History |



ACCOPRESS BINDER

NO BFS 2527 P7- EMB.

MANUFACTURED BY

ACCO PRODUCTS, INC.
LUNG ISLAND CITY, N.Y. U.S.A.

